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ABSTRACT

A project was undertaken by a consortium to produce a publication that would provide (1) a mechanism and guidelines for establishing cooperative relationships between secondary and postsecondary schools and business, industry, and labor in the rural community; (2) a large number of examples of cooperative agreements; and (3) appendixes which will give background information on implementing cooperative relationships in rural areas. To compile a comprehensive list of existing cooperative agreements between these groups, a survey questionnaire was sent to 3,375 individuals, a literature review was conducted, and various state and national career education agencies and departments were contacted. Over 200 agreements are included in the final publication, which is entitled "Increasing Guidance Effectiveness through School-Community Cooperation." Pre-publication outlines and drafts were reviewed and evaluated by the National Advisory Panel and the National Advisory Committee for the Cooperative Rural Career Guidance Project. The project found that rural programs suffer from lack of financial and physical resources, declining job opportunities, lack of qualified guidance staff, and sparsity of varied industries. Besides offering suggestions for planning similar future consortium projects, the project staff made recommendations for new research, development efforts, and technical assistance. (Also included are a bibliography, a glossary of terms, and appendixes containing a list of consortium staff; copies of survey instruments and a table of responses; samples of dissemination materials; and project progress control instruments.) (ELG)

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Final Report

Project No. 49BAH60201
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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

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AUTHOR'S ABSTRACT

The publication, "Increasing Guidance Effectiveness Through School-Community Cooperation" is composed of three basic parts, 1) Introduction, Background and Guidelines, 2) A comprehensive compilation of cooperative agreements/ relationships, K-Adult, and 3) Appendices. The goals of the authors are to provide a rationale, mechanism, and guidelines for setting up cooperative relationships between secondary and postsecondary schools and business, industry and labor in the rural community, to provide a large number of examples of cooperative agreements which operate at various levels of education along with samples of supporting documents, and to provide several appendices which will give rural/small schools the necessary background information to set up and implement cooperative relationships in their communities.

The initial portion of the book describes the literature review and survey methodology used to discover cooperative relationships in the rural community. It also covers rationale for cooperative agreements and for use of a coordinator to develop and implement the effort. Detailed guidelines are given for planning, negotiating, writing, implementing and evaluating formal and informal cooperative agreements. Special attention is given to neutralizing hazards inherent in the effort and to the coordinator's accountability.

The bulk of the book is devoted to examples of cooperative agreements between the school and community presently existing

in or applicable to rural/small school settings. In many cases the examples are accompanied by sample forms, letters, and instruments pertaining to the agreements. Agreements are classified by age or grade level, e.g. K-3, 10-12, Adult, and by their applications, e.g. career emphasis, services provided. One chapter is devoted to comprehensive agreements covering several age/grade levels.

Finally, appendices consist of: a glossary of terms, a position description for the coordinator, resource catalog and survey sheets, funding sources, and suggested agencies for setting up cooperative agreements. An index of cooperative agreements by application completes this section.

The book contains reproducible planning and recording forms throughout. The cover is printed in four colors and is a graphic representation of the operation of cooperative agreements in the school and community.

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CHAPTER I

Introduction

Problem Statement

The combination of various factors specific to rural settings, such as geographic isolation, funding limitations, limited range of occupational exposure, and massive migration to urban centers, present unique problems in providing sound education and career guidance programs to rural youth. Secondary and postsecondary students need to develop skills and knowledge in such career development areas as life role planning and preparation, movement into and assumption of life roles, and self and interpersonal career relationships. Such development requires exposure to occupational role models, assistance from competent guidance and training personnel, and linkages with business, industry, labor, community groups and various levels of education.

Given the limited resources typical of rural areas, it is difficult for local school staffs to conceive of what guidance programs and activities are possible, or how to provide for the career experiences including placement/follow-through services that would be appropriate in local circumstances. An identification, evaluation, and compilation of existing forms of cooperative agreements with business, industry, labor, various levels of education and the community is needed to provide local personnel with knowledge of viable options and the tools and skills for accomplishing the development of career consciousness among students in rural/small school areas.

Further, given the present limited nature of cooperative activities between various levels of education and business, industry, labor, and community agencies, a set of guidelines to assist local practitioners in the rural/small school setting is at least desirable, if not a necessity. Such a set of guidelines for setting up a cooperative agreements program, identifying leadership, and gaining support for the program should appreciably decrease the time needed to set up and implement a systematic cooperative agreements program in the rural/small school and community.

Literature Review Summary

One of the most noticeable trends in American education is the growing cooperation between schools and their communities in order to enhance the education of youth and adults. Numerous interchanges are taking place between traditional educational settings - elementary schools, junior highs, high schools, and colleges and businesses, industries, organized labor, and other community organizations. In fact, cooperative relationships with the broader community are not peculiar to the United States. Examples can be found in Canada, the USSR, Israel, Japan, and other locations (Vaselyen, 1970; Cleveland, 1970).

Couey et al. (1976) provide some interesting and challenging facts about rural populations and population trends. They cite Greissman (1969) and Tyner (1971) in stating, "We should not take lightly the existence of rural America." Some 55.3 million people are considered to be rural on the rural-urban continuum. This figure is roughly twice the total population of Canada and constitutes what could be considered the ninth largest country in the world. It is generally agreed that of this total as many as 11.1 million can be classified as poor. This constitutes one-third of our country's economically disadvantaged (Tyner, 1971).

Couey et al. refer to Greissman's statements about rural population trends. The rural population pyramid shows a large block of persons under nineteen years old and another large block representing the sixty to sixty-nine year old group. The younger adult working population is significantly smaller. The most logical interpretation of this trend is that there must be a heavy out-migration of these younger adults to find work in other areas.

One of the strongest arguments for rural/small schools establishing cooperative relationships with the broader community derives from these facts. Couey et al. make the point that, "Since these youth will move to other areas to earn a living, this education should equip them for this."

One realistic way to provide education to equip rural youth for working in a new environment is to implement cooperative agreements and relationships. These can provide information, experiences, and skills, as well as promote attitudes and values, needed in other areas by rural youth before they are faced with the need to adjust to a new setting. Those experiences and skills can be provided either by bringing a group of persons who are knowledgeable about other environments into the rural school, or by taking rural youth into the broader community. Through community interaction, students can learn about or experience conditions similar to those they will find in the settings to which they may migrate.

For a fuller description of the rural home, school, and community, the reader is referred to State of the Art Reivew, Rural

America Series (1977). The facts and figures presented in this volume contribute to a clearer understanding of the problems of rurality as well as its advantages. It also provides additional rationale for preparing rural youth for out-migration which in many cases is inevitable.

The disadvantaging characteristics of rural schools are emphasized in most of the literature. Bottoms (1970) has described the shortcomings of rural education which are constraints to the effective and systematic use of cooperative agreements in the rural community.

1. Due to limited resources, rural schools have inadequate facilities and equipment.
2. For many rural youth the opportunities for occupational education are limited to course offerings in agriculture or homemaking education.
3. Rural schools today are more traditional and resist change more than urban schools.
4. The cooperative concept is not widely used in rural areas because of the scarcity of industries and businesses that could appropriately enter into such a cooperative relationship with the schools.
5. Because of geographical setting, rural youth are not exposed to major industrial complexes.
6. Effective career orientation programs must be a coordinated effort involving the students, parents, school personnel, service personnel, service clubs, trade and professional groups, and unions.
7. Geographical distances in the rural community are a constraint in such a coordinated effort.

Robinson and Schmidt (1971) add another significant weakness of rural schools when they point out that there remains a reluctance on the part of school administrators to jointly engage industry and various community agencies in school planning and developing of employability programs for rural disadvantaged youth.

While these constraints are very real in many rural settings, they do not totally preclude cooperative relationships for rural areas. Sturges (1974) has outlined several strategies for improving instruction in small schools. Among them are close school-community relations, use of small schools as community learning centers, and maximum utilization of (all) resources.

The planners of comprehensive guidance programs are seeking cooperative relationships with the extended community as a viable guidance strategy in both rural and urban settings, and this trend is likely to continue (Hicks, 1977).

> Counselors and guidance workers will be greatly involved in both the school and community and not afraid to work as interveners-change agents in the interest of those they assist. . .Their efforts will be for both the remedial and developmental purposes over the life span....

According to Hicks, business, industry, and labor will increasingly join the team effort to provide young people, teachers, counselors, and guidance workers a chance to learn about opportunities available in their community settings and elsewhere.

Hicks further addresses the concept of community cooperation in work experience.

> Work experience programs of many kinds (as a preparation for meaningful placement) will be sponsored by schools, industry, business, labor, and other community and national programs as well as programs which result from combinations of all of these. The goals and models for the programs will vary from that of increasing motivation to work and developing awareness of the world of work, to the acquisition of adaptive decision-making and other specific skills to perform a particular job. The youth unemployment population may be the most noticeable common factor of this smorgasbord of programs.

There are several characteristics of the rural setting which promote community involvement. The school is central to the community, a source of pride, and a recipient of financial and moral support. Individual citizens and community groups willingly channel their efforts toward supporting school programs. The guidance component is no exception. The National Center for Research in Vocational Education (Stein, Axelrod and Drier, 1977) has found that employers and citizens:

1. are positive about devoting time to community-school improvement,
2. favor the school's use of on-the-job training experiences,
3. will, through civic and professional organizations, devote time and effort to the school.

The evidence indicates the richness of human resources in the rural community. Rural educators should cultivate strong working relationships with community members and groups. This expansion of community resources is both realistic and timely.

Business and Industry

One guidance activity in connection with business and industry, available nationwide and not specifically limited to either rural or urban populations, is the Career Guidance Institute designed by the National Alliance of Businessmen (NAB). The institute has as its goal in-service education of school staff to serve the disadvantaged. Primary objectives of the Career Guidance Institute are:

1. To increase the awareness of educators and employers of the requirements of career preparation for disadvantaged students.
2. To improve the career guidance provided these students by increasing educator knowledge of private sector job conditions, and
3. To increase the number and intensity of contacts between educators and businessmen.

The typical institute is sponsored by a local college or university and directed by a faculty member of that institution.

According to NAB, Career Guidance Institutes provide several benefits:

1. Where Career Guidance Institutes have been conducted, the high school dropout rate is beginning to decline.
2. In these areas the flow of untrained and unskilled youth into the job market is leveling off.
3. The improved skill level and motivation of disadvantaged high school graduates is making them competitive with with non-disadvantaged graduate job seekers.
4. Institutes that involve educators and industrial personnel in intensive, personal interaction produce significant attitudinal changes among both groups. Both educators and businessmen come away from Institute sessions with a greater appreciation for the need to improve career guidance programs in high schools and to open additional job opportunities in the private secor for disadvantaged youth.
5. Students having direct contact with Institute participants are making better career choices, showing greater interest in related high school training courses, and improving their communication skills.

Labor

Organized labor was initially skeptical of the career education movement on the basis that it was simply job training with a new name and designed to fill the nation's manpower needs without regard for fostering the full development of individual students.

The AFL-CIO blames the high youth unemployment rate (20 percent overall, nearly 40 percent for black youth) on the economy and not on the schools' failure to provide students with saleable skills. It opposed the "employer-based model" for career education conceived by the U.S. Office of Education. This program was to combine classroom teaching with on-the-job experience for students from 13 to 20 years old and was to be created, developed, and operated by a consortium of employers. Four "employer-based model" programs were begun, but were not continued. As the program now exists, it is called the "experience-based career education model" due to labor's opposition to the original concept and title.

The late Dr. John A. Sessions, Assistant Director of the AFL-CIO Education Department, described two examples of labor's involvement with education in a paper delivered in Memphis, Tennessee, February 24, 1976:

> The City of Chesapeake, Virginia, obtained federal grants to establish an Educational Media Center in the city jail and to develop a counseling and orientation program for inmates, but the most important phase of the project came with a federal grant to establish a work release program which allows inmates freedom to work at steady jobs on weekends while serving out jail terms or fines.
>
> The Chesapeake program is a model of total community involvement in the planning of the program. Too often "involving the community" means coming to the various elements in the community after the project design has hardened and then trying to win community sanction for that which the community had no part in shaping. The Chesapeake program began with a broadly based community group including both employers and organized labor. The program was accepted by the community because the community had helped to plan it.

Dr. Sessions also described an effort that failed because of misunderstanding by a union official caused by after-the-fact involvement of the union. Dr. Sessions explained that the time to involve labor is the morning of the first day that one decides it might be a good idea to begin a career development program. The local field representative of the Human Resources Development Institute can be immensely helpful if he or she is involved in plans from the very beginning. That representative can cause serious obstacles to the program if he or she is involved only at the last minute.

Dr. Sessions emphasized that once contact is made with organized labor, it becomes clear that its spokespersons are by no means passive participants. They are likely to be skeptical and full of the difficult questions that particularly concern them but will vigorously support well planned efforts.

The AFL-CIO has long supported two-year institutions in training skilled workers. It supports all levels of public education and has taken some steps to cooperate with educators in implementing career education. However, many original career education concepts may need considerable tailoring to fit labor policy. The AFL-CIO restated its basically firm position in a paper prepared for organized labor participants in the Commissioner's Conference on Career Education, Houston, November 7-10, 1976, by the AFL-CIO Department of Education.

According to Carroll M. Hutton, Director of the UAW Education Department, the UAW issued its first policy statement supporting career education in January 1976. The statement came as a result of the union's involvement with career education since 1973, during which time union philosophies were blended with career education definitions.

Hutton highlighted the fact that the UAW Constitution mandates local unions to establish education committees and reaffirmed the union's dedication to the "total person" concept. "We believe viable alternatives could be developed to achieve the objectives of career education and still not violate child labor laws and minimum wage standards."

The UAW is now calling for the reconstruction of the National Career Education Advisory Committee "in such a way as to guarantee adequate representation of organized labor..."

In general, organized labor is eager to cooperate with educators. Peter Bommarito, addressing the National Conference on

Career Education in 1976, stated that:

> We in labor strongly endorse the concept of career awareness coupled with expanded career choices and a sound academic background for all children in America. We have no problem with the concept, but we do have problems with some of the ways in which this concept has been interpreted. We hope that recent invitations to participate in planning and implementing career education programs are indeed that, and not merely an effort to secure our seal of approval....There is, or should be, a natural alliance between organized labor and public education.... It was organized labor that fought so hard in the last century to make first class, free public education available to all as a matter of right....For too long labor has been made to stand outside the doors while critical decisions affecting our children were made inside.... For too long "community resources" has meant every resource except labor....(Italics by authors)

Labor leaders often differ with statements such as the comment by Edward Zigler of Yale that skilled and semi-skilled labor must be "deeply satisfying." Labor leaders generally feel that a worker's primary satisfaction is not in conforming to a "work ethic" or in the dignity of labor, but in "putting the bread on the table."

Other School-Community Agreements

The Illinois Office of Education, encouraged by U.S. Office of Education priorities, has a comprehensive vocational program for three groups with special needs. One is the Work Experience and Career Exploration Program (WECEP) for academically disadvantaged fourteen and fifteen year old students. The Illinois Department of Adult, Vocational and Technical Education began the program in cooperation with the U.S. Department of Labor. The Department waived the employment age restriction, in order to increase the students' self-esteem while providing them with an opportunity to explore career options, develop positive attitudes toward work, gain entry level skills, and continue their education beyond the age of 16.

Another program is the Early School Leaver (ESL) program for high school dropouts with unsatisfactory employment prospects. Most of this program is provided by community colleges due to the belief that the early school leavers are more comfortable among community college students than among high school students. Along with the work experience program, career information, remedial basic education and employment survival skills are made available to students.

A third program is for handicapped persons to receive assistance and encouragement in entering the job market as a part of their cooperative education program. Where the number of handicapped students in a particular school is too small to support a separate program, several schools sponsor a single program. Transportation is provided where necessary, including transportation to places of work.

Dr. James F. Shill, Director of Research and Curriculum Unit, Mississippi State University (Drawer DX, Mississippi State, MS 39762; phone 601/325-2510), directed a project designed to yield vocational prediction tests for use with the educable mentally retarded in rural school systems, where expensive testing systems are out of reach. "The primary purpose of the project," according to Shill, "was to develop identification and selection criteria for use in enrolling students in 'special' vocational programs or, in some cases, allowing students in 'special' programs to be mainstreamed into 'regular' vocational programs." The project also proposed to establish official identification and selection criteria for mentally handicapped students for the State of Mississippi.

Summers (1976) points out that vocational guidance counselors in rural areas need to be especially aware of the unprecedented options now available to females. Equal rights legislation increasingly pervades our society with new opportunities for women. Traditional sexist roles (father goes to work, mother stays home) are likely to fade more rapidly in urban areas where the variety of fields that include women are more apparent to the high school girl.

"Present high school girls can expect a totally different job market than that faced by their mothers-or even their older sisters-upon graduation from high school or college or vocational school," says Summers. She also suggests that school counselors can and should be instrumental in changing the attitudes of male and female students and that they encourage students to participate in classes, clubs, and sports without regard to sex. Summers also cites the necessity of having accurate and recent job and educational information, of providing field trips, resource persons, and other firsthand information regarding various occupations. "This is especially important for the young woman whose access to occupational models is limited due to finances or whose parents discourage her from entering previously male occupations."

Warren and Way (1973) report a cooperative agreement between The Pamlico School System (Alliance, N.C.) and Pamlico Technical Institute. This agreement provides formally for interaction between the two institutions. The overall goal is "to provide integration and continuity of learning experiences designed to meet the needs of the student and the environment (community) in which he must function." While the agreement has had some problems of

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coordination, funding, personnel, and high school/college credit, it is reported as functioning satisfactorily.

Loustaunau (1975) describes a close teacher-student-parent community cooperative relationship. Meeker, Colorado, implemented a successful program of community participation in vocational needs and training. This program involved both human and facilities resources of the entire community. Local businesses provided short-term job and vocational exploration experiences for students without pay. She also notes that the community may contain a good deal of untapped talent and skill that could be used to provide supportive services to local schools, another potent argument for schools entering into cooperative relationships. She also quotes a National Education Association report on Improvement of Rural Life:

> Every good community school will have a curriculum which is based on the needs of boys and girls growing up in the community and will use the community as a laboratory for learning.

Frankel (1974) suggests that cooperation between postsecondary institutions and business and industry may be almost a by-product of the rural community college. That is, community college occupational programs attract business and industry to rural areas by supplying a trained pool of workers, thus helping to alleviate rural poverty. A recognized cooperative relationship between the college and the firms moving into the community is an inherent part of the attraction of business and industry to the community. This attraction is heightened as the community college implements the appropriate occupational programs.

Friedman (1973) describes the settlement schools of Southern Appalachia, such as Berea College, which are cooperative enterprises.

Her thesis is that if the settlement school attempts to become an integral part of the community through participation in local activities and by inviting meaningful community cooperation with the school, a great deal can be accomplished. The settlement school model may offer additional areas of school-community cooperation peculiarly applicable to rural areas.

One of the most common motives for inter-school cooperation at all levels is the financial economy inherent in several districts sharing services (Mallas et al., 1973; Uxer, 1974). Through shared services school officials can economically provide additional educative or supportive services to students despite shrinking budget allocations and the effect of inflation on their budgets. Other motives revolve around development, testing, and revision of localized instructional materials through school-community cooperation.

Significant numbers of cooperative programs in the rural community have as their purpose some career guidance functions. These generally revolve around field trips, short-term work experience, and provision of speakers in rural community. Some others described by Couey et al. (1976) which seem promising for sparsely settled areas are mobile career exploration units (Utah), videotaped career exploration programs (Alabama), simulation models in specific subject areas (Virginia).

The appropriate conclusion seems to be that school-community cooperative agreements are a highly viable strategy in rural career guidance and they usually operate best as a part of a systematic career guidance effort which includes a variety of strategies.

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This introduction is intended only to give the reader the highlights of the literature, some knowledge that the authors are cognizant concerning constraints in the rural environment, and a sampler of some viable strategies for career guidance based on firsthand inputs from the broader community.

CHAPTER II

Methodology and Procedures

Primary Methodology for Data Gathering to Develop Product

In order to develop a comprehensive compilation of useful, existing cooperative agreements between secondary and postsecondary educational institutions and business, industry, and labor, designed to facilitate the career development of students in rural/small schools, a national survey was undertaken to discover such agreements (Appendix B). A questionnaire, with appropriate modifications to suit the populations surveyed, was mailed to the following 3,375 individuals: (Appendix B)

- 182 representatives of business, industry, and labor;
- 2,586 rural/small schools at the elementary and secondary level which is 1/3 of the national total;
- 300 postsecondary schools;
- 6 state department of education officials in each of the 50 states, i.e., state directors of vocational education, state directors of occupational research coordinating units (ORCU), state guidance supervisors, and coordinators of career education, and
- 7 national advisors of vocational youth clubs.

In many cases the researchers were referred to other contacts within an agency or in a related agency. To the extent possible, these additional contacts were also surveyed by questionnaires and telephone interviews. Survey returns were tabulated for analysis on two large matrix boards which plot people along one axis and agreement features along the other. One matrix was used for recording returns from business, industry, and labor, the other was used for recording returns from educational institutions.

The matrices consisted of 62 columns and 25 rows, producing 1,550 cells for entering data concerning existing and suggested agreements. By noting the voids in the existing entries and the filled cells in the suggested entries, the authors were able to determine the priorities for selecting agreements to be included in the guide.

Follow-up Procedures

Survey results were extremely disappointing in terms of usable agreements. Many potential respondents to the project survey may be involved in effective cooperative relationships with local businesses, industry and labor organizations, but may not regard these relationships as formal enough and/or extensive enough to be classified and described as "cooperative agreements." Another possible reason for the limited response is that existing cooperative agreements may relate to area vocational schools and were perceived as outside the jurisdiction of the high school counselor or principal.

Additional Data Gathering Procedures:

- Personal contacts with 43 directors of funded programs of career education,
- Use of library at the National Center for Research in Vocational Education;
- Recanvassing of 50 selected secondary schools and 20 postsecondary educational centers;
- Telephoning representatives of 33 state department of education personnel and 12 local education agencies;
- Use of other published materials, e.g., newsletters, brochures, pamphlets;

- Presentations at 1976 Commissioners' Conference on Career Education, dealing with business, industry or labor cooperation. Copies were requested and analyzed for use in publication.
- Referrals to specific programs by state department of education personnel and intermediate school district personnel; and
- Planned contacts at approximately 20 national, state, regional and local meetings, conferences, etc.

Literature Review Procedures

In addition to the data gathered from the survey, an ERIC search provided 307 document citations and abstracts. On the basis of these abstracts, 72 documents were chosen for examination. Little information having a direct bearing on the concept of cooperative agreements in rural/small schools was found, although some interesting concepts were brought out in some articles.

A project library of some 300 documents was organized and examined for existing agreements and for ideas related to school-community cooperation. Aside from survey data, some of the most useful information, e.g., sample agreements and sample forms have been gathered from the library. Primary sources of library materials were many of the presenters at the 1976 Commissioners' Conference on Career Education held in Houston, Texas. These included representatives of schools from K-14 and representatives of business, industry, and labor. Copies of those presentations which centered on business, industry or labor cooperation were requested from the presenters. Answers to those requests yielded many interesting and innovative materials and ideas, which have been integrated into the materials which were developed.

Figure 1 (Time phased network for project) and Figure 2

(Work Breakdown Structure) present the Northern Michigan University project's scope of work as objectives, activities to meet the objectives, and timeline for completion of the project. These are followed by a detailed listing of actual tasks to meet project objectives undertaken by the project staff.

Tasks are presented on a quarter-by-quarter basis in order to provide a historical perspective on activities and means of coping with problems encountered.

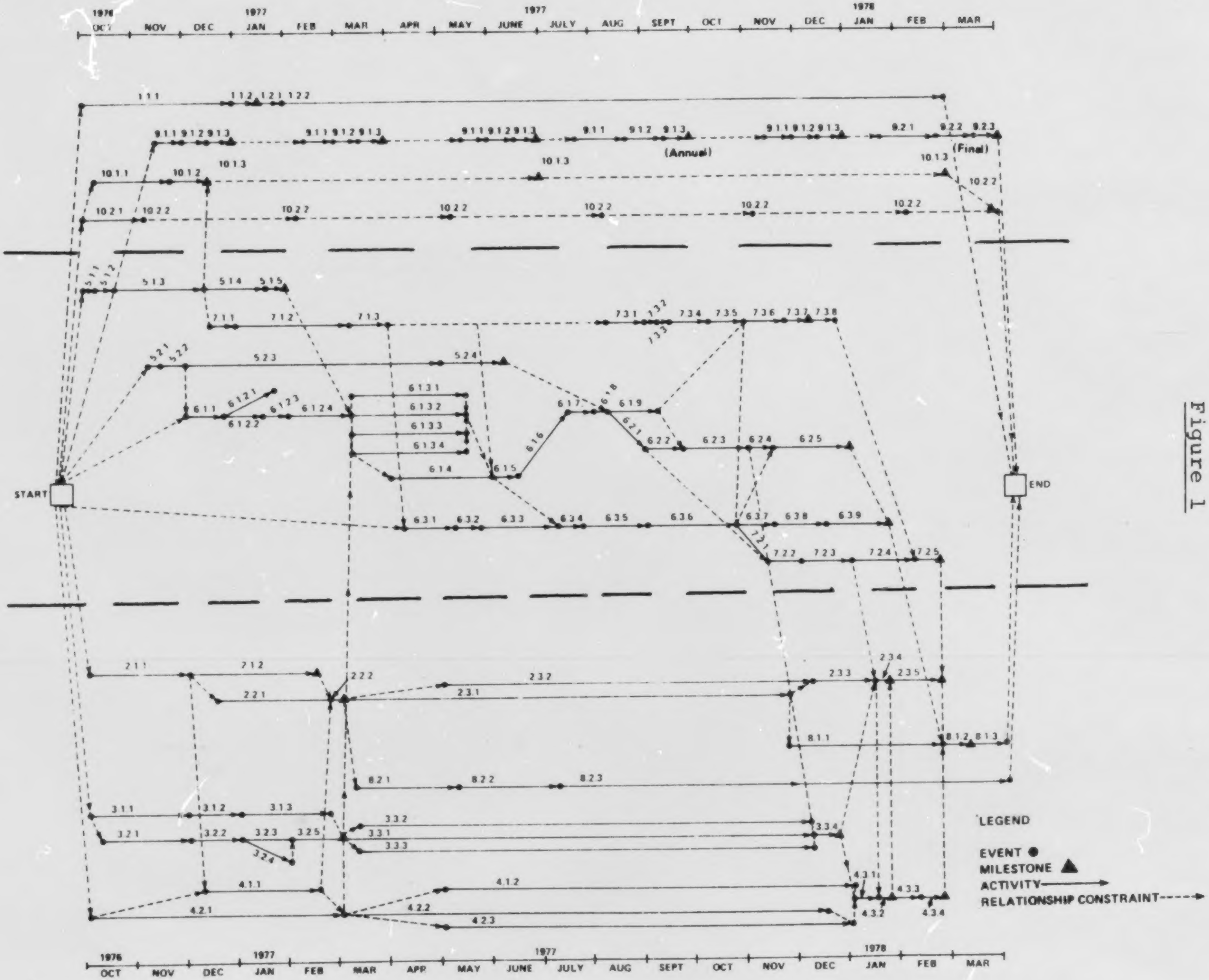
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Figure 1

Northern Michigan University Scope of Work

Figure 2

WORK BREAKDOWN STRUCTURE

Levels: 1 Project	2 Component	3 Activity	4 Tasks
Cooperative Rural Career Guidance System - NMU components	5. To evaluate effective cooperative agreements for rural areas between postsecondary educational institutions and business, industry, and labor	5.1 Select a national panel of leaders in business, industry, and labor	5.1.1 Establish list of national leaders in business, industry, and labor
			5.1.2 Select representative sample of leaders in business, industry, and labor
			5.1.3 Review of suggested list by National Advisory Committee
			5.1.4 Contact and gain confirmation of national leader participation
			5.1.5 Establish means of panel communications
		5.2 Develop a comprehensive cooperative agreement matrix	5.2.1 Establish tentative categories of cooperative agreements
			5.2.2 Classify agreement categories which reflect different aspects of educational programs
			5.2.3 Have national leaders review and modify matri
			5.2.4 Complete matrix

Work Breakdown Structure (Continued)

Levels: 1 Project	2 Component	3 Activity	4 Tasks
	6. To develop guidelines for the establishment of new cooperative agreements between business, industry, and labor and postsecondary and secondary educational institutions	6.1 Develop comprehensive set of existing cooperative agreements	6.1.1 Establish criteria for analysis and inclusion of cooperative agreements
			6.1.2 Obtain cooperative agreements information
			6.1.2.1 Review literature for discovering possible cooperative agreements
			6.1.2.2 Prepare cooperative agreements survey instrument
			6.1.2.3 Conduct internal review of cooperative agreements survey instrument
			6.1.2.4 Review and revise cooperative agreements survey instrument by national panel of experts
			6.1.3 Conduct national surve
			6.1.3.1 Contact business, industry, and labor agencies for cooperative agreement information

Work Breakdown Structure (Continued)

Levels: 1 Project	2 Component	3 Activity	4 Tasks
			6.1.3.2 Contact secondary schools for cooperative agreement information
			6.1.3.3 Contact postsecondary schools for cooperative agreements information
			6.1.3.4 Contact national student group leaders (Voc. Ed. clubs) for cooperative agreements information
			6.1.4 Collate and analyze returns
			6.1.5 Establish criteria and format for inclusion of existing agreements
			6.1.6 Review returns from survey for inclusion in set of existing agreements
			6.1.7 Determine all acceptable cooperative agreements
			6.1.8 Codify and rank all acceptable cooperative agreements
			6.1.9 Abstract all acceptable cooperative agreements

Work Breakdown Structure (Continued)

Levels: 1 Project	2 Component	3 Activity	4 Tasks
		6.2 Establish a priority set of cooperative agreements that need to be developed based on voids in the matrix	6.2.1 Determine voids in matrix
			6.2.2 Prioritize voids for prototype development
			6.2.3 Experts review priorities for prototypes
			6.2.4 Finalize priorities for prototype development
			6.2.5 Produce matrix and abstracts
		6.3 Develop set of prototype cooperative agreements	6.3.1 Determine format for prototype development and publishing of existing agreements (outline)
			6.3.2 Establish content criteria for prototypes
			6.3.3 Review format and criteria (internal)
			6.3.4 Finalize format and criteria
			6.3.5 Develop drafts of all prototypes

Work Breakdown Structure (Continued)

Levels: 1 Project	2 Component	3 Activity	4 Tasks
			6.3.6 Review drafts by panel of experts
			6.3.7 Finalize drafts
			6.3.8 Produce prototypes
			6.3.9 Produce comprehensive set of existing agreements and prototypes
	7. To develop materials related to cooperative agreements with business, industry, and labor for national workshops on installation	7.1 Develop business, industry and labor cooperative materials and suggested techniques for product installation workshops and for installation guide	7.1.1 Plan for orientation pertaining to business, industry and labor cooperative agreements
			7.1.2 Conduct orientation in various locations involving members of the national panel of expert advisers
			7.1.3 Evaluate orientation for revision purposes
		7.2 Develop product installation guide for cooperative agreements	7.2.1 Develop criteria for content of product installation guide

Work Breakdown Structure (Continued)

Levels: 1 Project	2 Component	3 Activity	4 Tasks
			7.2.2 Prepare outline of content of product installation guide regarding business, industry, and labor cooperative agreements
			7.2.3 Produce first draft of product installation guide
			7.2.4 Review first draft of product installation guide
			7.2.5 Revise first draft of product installation guide
			7.2.6 Produce installation guide for cooperative agreements
		7.3 Develop activities and materials for cooperative agreements section of national workshop	7.3.1 Review all products to date to determine their use in national workshop
			7.3.2 Develop national workshop plan
			7.3.3 Complete drafts of all materials for national workshop

Work Breakdown Structure (Continued)

Levels: 1 Project	2 Component	3 Activity	4 Tasks
	8. To perform first levels of dissemination of a cooperative rural career guidance system	8.1 Conduct national level conference for leadership personnel to acquaint them with the product	8.1.1 Prepare for workshop 8.1.2 Conduct workshop 8.1.3 Evaluate workshop
		8.2 Prepare journal articles to be used to acquaint people in the field with the product	8.2.1 Develop criteria for article content 8.2.2 Write articles 8.2.3 Submit articles to various professional journals

Objective 5: To evaluate effective cooperative agreements for rural areas between postsecondary educational institutions and business, industry and labor.

First Quarter

Developed a tentative list of members for the National Panel. A set of procedures for involving the panel was developed. Developed a 92 item multivariable cooperative agreement matrix.

Second Quarter

Refined list of members for National Panel to assure adequate representation of business, industry, and labor.

Third Quarter

Extended the roster to 237 selected representatives of business, education, industry and labor.

Developed large work boards containing the matrix of cooperative agreements. One is intended to depict features of cooperative agreements submitted by business, industry and labor; the other, agreements submitted by educational agencies (K-14).

Recorded all responses received to date from national survey on matrix boards. Objective 5 has been successfully completed.

Fourth Quarter

No activity during this quarter.

Fifth Quarter

Contacted Bruce Kingery, labor representative on the National Advisory Committee, relative to additional input to the project by labor representatives. His response was to draft a communication to top labor leaders with educational assignments to ask them to meet and discuss approaches for greater labor cooperation with education. This resulted in inviting five labor representatives to The Center for Vocational Education in January 1978 to review the cooperative agreements relating to labor and for possible drafting of additional agreements to fill voids that have been identified. Meeting was cancelled due to bad weather.

Continued reviewing a variety of publications to discover descriptions of cooperative agreements between business, industry, labor and various levels of education and excerpted those considered appropriate for inclusion as existing agreements in the project publication.

Sixth Quarter

Project staff reviewed each potential cooperative agreement and completed a rating form for each to check level of use, and identify key groupings, i.e., Career Emphasis, Linkage, Services Provided, Field Experiences, Career Development Factors, and extent of Placement.

Objective 6: To develop guidelines for the establishment of new cooperative agreements between business, industry, and labor and postsecondary and secondary educational institutions.

First Quarter

Established criteria for analysis and inclusion of cooperative agreements. Conducted ERIC, Lockheed and Mechanized Information Center literature searches concerning the state of the art of cooperative agreements.

Developed initial draft of national survey instrument.

Second Quarter

Finalized survey instruments and developed cover letters after review by project staff, Advisory Committee, and National Panel of advisers.

Third Quarter

Mailed the national survey to 2,586 rural schools; 300 postsecondary technical centers; 50 state departments of education; 33 businesses; 31 industries; 69 labor representatives; and to members of the National Advisory Committee and National Panel members.

Revised the Postsecondary Education Institution National Survey of Cooperative Agreements and mailed it to 300 Directors of Student Personnel Services.

Initiated follow-up activities to increase response rate.

Prepared a proposed outline for the guide to cooperative agreements and submitted to the National Advisory Committee and National Panel for critical review.

Developed an outline for prototype development and publication of cooperative agreements.

Fourth Quarter

Project staff reviewed all of the materials collected from the Houston Career Education Conference to determine what was useful in a review of the literature and in terms of reporting existing or potential cooperative agreements between business, industry, labor and education.

Reviewed various publications in the office of David Pritchard, Project Officer, at USOE in an attempt to locate reported examples of cooperative agreements between business, industry, labor and various levels of education for possible inclusion in the projects publication(s).

In an attempt to increase the overall data base of the National Survey of Cooperative Agreements through additional contacts, an internal budget was developed and submitted to Dean Berg on August 10, 1977.

Project staff revised a reporting form for existing and/or potential cooperative agreements. A preliminary test was run using the form.

Called guidance personnel in each of twelve centers to conduct a telephone interview regarding cooperative agreements in their center. This was an additional follow-up procedure resulting from recommendations made by the National Advisory Council. These interviews were tape recorded and transcribed for project use.

Project staff developed a memorandum with an accompanying ADDITIONAL INFORMATION FORM which was forwarded to 25 selected respondents to the National Survey of Cooperative Agreements. It is hoped that with the additional information requested that an acceptable example of an existing cooperative agreement can be developed.

Requested of David Bushnell, Project Director, "Study of Exemplary Cooperation Between Institutions Providing Postsecondary Non-Baccalaureate Vocational Education," Washington, D.C., to be added to the mailing list to receive the summary of 21 site visitations being conducted this summer.

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Developed a tentative reporting form for possible use in our product and for summarizing cooperative agreements between business, industry, labor and education consisting of identification of the source and ten sectional headings that describe the agreement comprehensively.

A personal interview was held with Dr. Kenneth Hoyt who has returned to head the USOE Career Education Office to seek his input on the career guidance project. A personal interview was also held with Karl Gudenberg, Program Officer, National Manpower Institute to seek his reactions to the National Briefing that he attended and to elicit his suggestions for mutual cooperation relative to sharing data between National Manpower Institute and the Cooperative Rural Career Guidance System.

Entered all data from the National Survey Instrument during the month as it was received on the Analysis Matrix for Cooperative Agreements between Business, Industry, Labor and Education. A numerical analysis of responses to the national survey was also made by project staff.

Project staff began the process of analyzing submitted cooperative agreements and writing them on the reporting forms.

Project staff revised outline of the project publication, Increasing Guidance Effectiveness Through School-Community Cooperation on the basis of inputs by a review panel of some 35 persons in business, education, industry and labor.

Employed a professional writer for staff on a part-time basis to begin developing reports of agreements from the information received from the national surveys.

Project staff drafted a Foreword and Chapters I, II, and III of a proposed publication entitled, "INCREASING GUIDANCE EFFECTIVENESS THROUGH SCHOOL-COMMUNITY COOPERATION: A Guide to Cooperative Agreements Between Schools (K-14) and Business, Industry, and Labor for Use in Rural Communities.

Shared progress and concerns of our rural guidance project with members of the National Advisory Committee at a meeting in Washington, D.C. on September 7, 1977. Suggestions were offered by them to resample the same schools via postcard questionnaire and to make a limited number of telephone calls in attempts to secure additional inputs on cooperative agreements that are in existence.

As a result of the above item, project staff prepared a post-card miniquestionnaire (see Appendix B) with an invitation to respond and mailed it to school counselors in each of 50 randomly selected schools, and in 20 postsecondary educational centers. Each of these schools or centers had not responded to the original survey instrument mailed in April. This was an attempt to learn if the survey had been received and the reason for not responding. In addition it asked if any staff member in his or her school has a working relationship with business, industry and labor.

Project staff completed approximately 80% of the descriptive portion of the project publication(s) on cooperative agreements in draft form. This was sent out for review on October 24 to members of the National Advisory Committee and National Advisory Panel.

Project staff carried on continuous review of incoming materials from conferences, newsletters, reports and other sources seeking to maintain a broad base of data input in developing guidelines for the establishment of cooperative agreements. These may be either formal or informal in nature.

Fifth Quarter

Due to insufficient returns of the Northern Michigan University survey instrument the following actions were taken:

- a free lance person was employed on a contractual basis to research and describe cooperative agreements to which she had access
- additional field contacts were made to attempt to discover and publish cooperative agreements presently in operation. Contacts included
    - attendance at professional meetings and conferences
    - visits to the Division of Career Education of the Ohio State Department of Public Instruction
    - contacts with local school districts involved in cooperative relationships with business, industry, and labor
    - a personal letter to each of the ten respondents to a COOPERATIVE RURAL CAREER GUIDANCE SYSTEM MINI-QUESTIONNAIRE who stated that they, or a member of their staff had developed a working relationship with business, industry, labor, or a community organization
    - telephone interviews with guidance counselors in LEA's who indicated an interest in assisting to compile a set of cooperative agreements

As a result of these types of activities excellent progress with regard to the development of the guide was made.

In the middle of the fifth quarter, the project staff mailed a memorandum, an Advisers Evaluation Form, and the first three chapters of the project publication presently subtitled A GUIDE TO DEVELOPING COOPERATIVE RELATIONSHIPS BETWEEN SCHOOLS, AND

BUSINESS, INDUSTRY AND LABOR IN RURAL COMMUNITIES, to all members of the National Advisory Panel and the National Advisory Committee for the Cooperative Rural Career Guidance Project with a request that they react to it within a week of receipt or no later than November 15, 1977. This provided 24 field reviews of the partial draft of the product. Evaluations were reviewed, tabulated and analyzed to determine the most pertinent suggestions for revision. This data, in conjunction with information collected from the survey, led to a decision to reinterpret the term "Cooperative Agreements" as "Cooperative Relationships." This revision will be evident in the new subtitle for the aforementioned Guide.

Mailed rough draft descriptions of cooperative agreements to their authors asking for a review and/or suggested changes along with a release form asking their permission to use in a projected project publication.

Received replies from the authors of cooperative agreements who indicated their permission to reprint, their satisfaction with the way the agreement was written, or changes to meet their approval. All agreements have been altered where necessary to meet their requests.

Northern Michigan University funded an in-house proposal for $5,000 to assist in a timely completion of the project. This will enable the project to continue existing staff, secure an additional writer to develop cooperative agreements, prepare graphics for the publication, and prepare 60 copies of the final version of the project publication.

Employed a free-lance writer and researcher as consultant to develop forty cooperative agreements for postsecondary education with business, industry and labor, and for special populations such as the handicapped, retarded, and youth returning from incarceration.

Employed a temporary staff member to edit the first three chapters of the "Guide to Negotiating, Writing and Installing Cooperative Agreements" with the goal of implementing the suggestions by reviewers. Staff member started work January 3, 1978.

Objective 7: To develop materials related to cooperative agreements with business, industry and labor for national workshops on installation.

First Quarter

Project staff oriented national leaders in the areas of business, industry, and labor to the project through phone and mail contacts. These preliminary contacts will assist staff at a later period in the project.

Second Quarter

No further activity was initiated in relation to this objective.

Third Quarter

During this quarter no activities were planned or conducted on this objective. Tasks 7.1.1 - 7.1.3 have been completed.

Fourth Quarter

As a preliminary activity to national dissemination activities, three members of the project staff participated in a workshop at the 25th All Ohio Guidance Conference held in Columbus, Ohio on September 30, 1977. The title of the workshop session was, "Community Cooperation for Improved Guidance Delivery."

Also as a preliminary activity related to this objective, an overview of the procedures and goals in conducting the national survey of cooperative agreements was presented as a part of a National Briefing on the rural guidance project in Washington, D.C. on September 8, 1977. The briefing was attended by approximately 50 representatives of agencies and government.

Project staff developed cooperative agreements Planning-Implementation Cycle based upon Rural America Series model.

Fifth Quarter

One chapter of the installation guide to The Rural America Series has been written in order to facilitate training of national and local personnel in the development of cooperative relationships between secondary and postsecondary schools and business, industry, labor, and community agencies. This is approximately a two-hour module for developing cooperative agreements. It includes such training devices as

- Lecture outlines
- Transparencies
- Handouts of pertinent materials

The above are based directly on content of the handbook on developing cooperative agreements.

Sixth Quarter

Edited 30 cooperative agreements submitted by Hazel Rockhold of Arlington, Kansas. These were requested of her on a contract basis.

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Secured the services of Dr. Linda Phillips of Santa Monica, to advise in the content, revision and additions to the project publication.

Edited nine chapters, five appendices, and a bibliography for inclusion in the finalized project publication.

Contracted for graphics to be used in the final project publication in addition to the four-color cover and for the marketing brochure.

Inter-chapter graphic designs for handbook decided upon and in process.

Cover design for above handbook completed.

Introduction and Chapter I of above handbook submitted to typist for camera-ready typing.

All appendices and supporting material collected, organized and ready for draft typing.

Requested and received verbal permission from Dean Berg to increase the sub-contract with The National Center for Research in Vocational Education by $1400. These funds are to be used to produce camera ready typing copy for the above publications. The amount will be paid as a part of the final contact payment. A letter granting this authority will be forthcoming from Dean Berg.

Objective 8: To perform first levels of dissemination of a cooperative rural career guidance system.

First Quarter

Two project brochures--each emphasizing a major scope of work of the consortium--were developed to promote interest in the project. Six hundred were distributed.

National interest in the project was evidenced as a result of promotional activities conducted at the AVA Convention in Houston, Texas.

Presentations about the project were given at the following:

- Regional Conference on Education/Work and School Placement Services, Columbus, Ohio, November 29, 1976.
- AVA Convention, Houston, Texas, December 9, 1976.
- Ohio Vocational Association Annual Convention, Columbus, Ohio, October 8, 1976.
- Funded Vocational Counselors Conference, Columbus, Ohio, October 29, 1976.

Informal discussions at meetings of interested groups were also held.

Publications related to project efforts:

- American Vocational Journal, December, 1976, short article
- Centergram, November, 1976, short article

Six proposals were prepared and submitted to program chairpersons of national convention meetings.

Second Quarter

Over 1500 project brochures were distributed at the APGA Convention, the National Career Education Forum, and other conferences and meetings.

Presentations were given by project staff at

- Fort Hayes Career Center meeting of the professional office and distributive education teachers and supervisors, Columbus, Ohio, January 13, 1977
- Third Annual Career Education Forum, San Francisco, California, February 2, 1977

- Region XIV Texas Guidance Conference, San Angelo, Texas, February 3, 1977
- Workshop at Northern Michigan University, Marquette, Michigan, February 20-22, 1977
- APGA, Dallas, Texas, March 9, 1977
- Rural Educational Planning Conference, Southern Illinois University at Carbondale, March 17, 1977
- Ninth Grade Counselors Vocational Workshop, Akron, Ohio, February 9, 1977

Publications related to project effort:

- Short articles submitted to AV Journal
- Article submitted to Guidance Division Newsletter

Third Quarter

Presentations were given by project staff at

- Ohio Personnel and Guidance Association Convention, Columbus, Ohio, April 28, 1977
- National Rural School Career Education Project Regional Workshop, St. Louis, Missouri, April 1, 1977
- Florida Statewide Conference for Guidance Personnel, Orlando, Florida, April 25-27, 1977

Publications related to project effort were submitted to

- "Human Services in the Rural Environment"
- Rural Gleanings
- NAIEBC newsletter (published June 1977)
- AV Journal (published April 1977)
- Centergram (published May, 1977)

Fourth Quarter

Presentations were given by project staff to

- West Virginia Statewide Guidance Conference, Glenville, West Virginia, September 20-22, 1977

- National Briefing, Washington, D.C., September 8, 1977
- Statewide Vocational Counselors Meeting, Arlington, Texas, September 14, 1977
- Educational Service Center Staffs, Padernales, Texas, September 16, 1977
- All Ohio Guidance Conference, Columbus, Ohio, September 30, 1977
- Alabama State Department Conference, Birmingham, Alabama, August 3, 1977

Articles were submitted to and published by

- Centergram, September 1977

Fifth Quarter

Presented project at the Ohio Vocational Association Convention held in Columbus, Ohio, October 6-8, 1977. The theme of the convention was "Keys to Vocational Education."

Shared an overview of the project to those attending an OHIO CAREER GUIDANCE PROGRAM WORKSHOP FOR MEDIUM SIZED AND SMALL SCHOOLS on October 12-13, 1977 at The Center for Vocational Education.

Sixth Quarter

Staff member accepted an invitation to be an NVGA delegate to the national APGA Convention to be held in Washington, D.C. March 19-23, 1978.

Staff prepared an Installation Guide for use by those desiring to incorporate cooperative agreements in their curricular offerings, association activities, or community involvements.

Prepared a Cost Recovery and a Marketing Plan for the finalized project publication.

Prepared a mailing list of individuals and groups representing education, business, industry and labor along with a cover letter and a marketing brochure explaining the nature of the project publication and procedure for purchasing.

Accepted an invitation to speak to counselors in the Montgomery County Joint Vocational School District on the Rural Career Guidance Project and to attend the National Skill Olympics held at the school.

Prepared and submitted to the Chairperson of the Ohio Personnel and Guidance Association annual state conference a proposed program summary of a report to be presented by staff members on the Rural Career Guidance Project. The conference is scheduled for April 27-28, 1978 in Columbus, Ohio.

Met with Bruce Kingery, National Advisory Committee member representing Labor at The National Center for Research in Vocational Education for an overview of the project publication and to discuss how Labor can assist in the dissemination process.

Described to Ed Herr, Professor and Chairperson, Graduate Programs in Counselor Education, Pennsylvania State University, the procedures used in implementing the technical plan for the Cooperative Rural Career Guidance Project and the publication that is resulting. He was favorably impressed and will publicize its content and availability.

CHAPTER III

Results

In May 1977 an outline of the introductory chapters of the project publication was generated, reviewed in-house, revised and finalized. Figure 3 shows the outline as it was submitted to the seven members of The National Advisory Committee and the fifty members of The National Advisory Panel. These groups approved the outline in its totality with suggestions and comments for consideration.

After the above reactions were received a draft of the introductory chapters, originally three in number, was produced and revised through in-house review and editing.

This draft, together with an Adviser's Evaluation Form (Appendix E) was mailed in October 1977 to the same groups who had reacted to the outline. Figure 4 shows a tabulation of the reactions to the outline as expressed on the Adviser's Evaluation Form. Reactions, which ranged from 67-95% positive on both format and content, were tabulated, analyzed and evaluated for inclusion in the final draft. In early February, 1978 a final version of this section of the handbook was then produced on the basis of the following inputs:

- Adviser's Evaluation Form reaction and comments
- Editor's comments
- Consultant's suggestions
- Author's knowledge of subject

Figure 3

GUIDE TO NEGOTIATING, WRITING AND INSTALLING COOPERATIVE AGREEMENTS BETWEEN EDUCATIONAL INSTITUTIONS (K-14) AND BUSINESS, INDUSTRY AND LABOR DESIGNED FOR USE IN RURAL COMMUNITIES

PROPOSED OUTLINE

I. Title Page
  A. Title (see above)
  B. Authors - Walter M. Stein, Charles E. Weaver, others
  C. Publisher, City, Date
II. Foreword - by W. A. Berg, Dean, School of Education, Northern Michigan University
III. Preface
  A. Sponsor
  B. Consortium
    1. Nature and Purpose
    2. Division of Work
    3. Liaison
  C. Format of book what, why, who, where, how, when and examples of cooperative agreements
IV. Acknowledgements
  A. National Advisory Committee - USOE - inside front cover
  B. National Advisory Panel - inside back cover
V. Table of Contents
VI. Body of Handbook
  A. Chapter I - Introduction
    1. Definitions - the what of cooperative agreements
      a. Scope of cooperative agreements
      b. Distinctions, e.g., formal and informal
    2. Literature Review

Figure 3 (Cont'd)

  - a. Methodology
  - b. Findings
- 3. Research Methodology
  - a. National Survey
  - b. Additional contacts
- 4. Rationale - the why of cooperative agreements
  - a. Need (devote 1 paragraph to National Advisory Committee and National Advisory Panel)
  - b. Expected benefits
    - 1) Means of contacting potential cooperating organizations
    - 2) Writing own agreements to satisfy local needs
    - 3) Assistance to students in career development
    - 4) Benefits to school
      - a) Telling the school's story
      - b) Assistance in meeting program needs
      - c) Innovation
    - 5) Benefits to cooperating organizations
- 5. Leadership responsibilities - the who of cooperative agreements
  - a. Contacts to be made
  - b. Cautions
    - 1) Hazards - legal - safety
    - 2) Liabilities
  - c. Coordination
    - 1) Intra school
    - 2) Inter school
    - 3) With business, industry, labor, others

Figure 3 (Cont'd)

B. Chapter II - Guidelines for Establishing Cooperative Agreements

1. Making contacts - the where of cooperative agreements

a. Recommended means of contacting

b. Likely organizations to contact

c. Whom to contact

d. Setting

e. Follow-up of contacts

1) Suggested form letter and cautions for use

2) Other

2. Outline - the how of cooperative agreements

a. Objectives

b. Parties - school, BIL agencies, student(s)

c. Schedule or timing

d. Financial provisions (if applicable)

e. Making agreements official

f. Provisions for implementation, follow-up and change

g. Covering hazards - legal - safety

h. Insurance

i. Evaluation

j. Other

3. Implementation - the when of cooperative agreements

a. Participant selection - students, staff and BIL reps.

1) Skills

2) Attitudes toward work and/or schools

3) Responsibilities

Figure 3 (Cont'd)

- b. Objectives
- c. Orientation of participants - students, staff and BIL reps.
- c. Supervision of operations
  - 1) Scheduling
  - 2) Relations with various publics
    - a) Community
    - b) BIL participants
    - c) Students
    - d) Staff
  - 3) Prevention of problems
  - 4) Problem solving with various publics
- e. Feedback and Evaluation
  - 1) Students (formative)
  - 2) BIL participants (formative)
  - 3) Overall program (summative)
- f. Alteration or termination of program
  - 1) Reasons
  - 2) Evidence
  - 3) Reports
- g. Cautions - legal - safety - in-service

C. Chapter III - Examples of cooperative agreements

- 1. Existing
  - a. Examples covering representative possible applications
  - b. Authorship credit - source
  - c. Prototypes

Figure 3 (Cont'd)

VII. References

VIII. Appendices

  A. List of possible cooperating agencies and addresses

  B. List of other related national projects

    1. Title of project
    2. Agency and location
    3. Principal investigator (for each project)
    4. Grant No.
    5. Funding period
    6. Expected contribution to education

(SOURCE: Projects in Progress - FY '75 & '76)

WMS/rgs

5/16/77

Figure 4

Tabulation of Reactions to

COOPERATIVE AGREEMENTS HANDBOOK
CHAPTERS I, II, III

SECTION B	SA	A	U	D	SD	Total Resp.	No Re-sponse	N (Return
Question # B1	Draft seems generally useful							
Subtotal	5	12	3	-	-	20	3	23
% of reactions	25.0	60.0	15.0				13.0	100
% Favor/Neg.	85%			0			%N	
Question # B2	Draft sufficiently covers negotiating, writing & installing coop.							
Subtotal	3	15	2	-	-	20	3	23
% of reactions	15.0	75.0	10.0				13.0	100
% Favor/Neg.	90%			0				
Question # B3	Draft is well organized - (Logical sequence)							
Subtotal	4	13	-	2	1	20	3	23
% of reactions	20.0	65.0		10.0	5.0		13.0	100
% Favor/Neg.	85%			15%				
Question # B4	Draft takes into account the need for a process in establishing Cooperative Agreements							
Subtotal	5	13	1	-	-	19	4	23
% of reactions	26.3	68.4	5.3				17.4	100
% Favor/Neg.	95%			0				
Question # B5	Title O.K.							
Subtotal	6	10	2	2	-	20	3	23
% of reactions	30.0	50.0	10.0	10.0			13.0	100
% Favor/Neg.	80%			10%				
Question #								
Subtotal	Return # 3, 5, 10							
% of reactions								
% Favor/Neg.			No Responses					
Question #								
Subtotal								
% of reactions								
% Favor/Neg.								

Figure 4 (Cont'd)

Tabulation of Reactions to
COOPERATIVE AGREEMENTS HANDBOOK
CHAPTERS I, II, III

SECTION C	SA	A	U	D	SD	Total Resp.	No Response	N (Returns)
Question # 1	Chapter I covers introductory & background info.							O.K.
Subtotal	5	5	3	1	1	15	8	23
% of reactions	33.3	33.3	20.0	6.7	6.7		34.8	100
% Favor/Neg.	67%			13%			% N	
	Lit. Review	Too Much	About Right					
Question 1a Subtotal		7	10			17	6	23
% of reactions		41.2%	58.8%				26.1%	100
% Favor/Neg.		-	-					
	Methodology	Too Much	About Right					
Question 1b Subtotal		3	13			16	7	23
% of reactions		18.8%	81.3%				30.4%	100.1
% Favor/Neg.		-	-					
Question #2	Chapter II covers leadership responsibilities satisfactorily							
Subtotal	3	16	1	-	-	20	3	23
% of reactions	15.0	80.0	5.0				13.0	100
% Favor/Neg.	95%				0			
Question #3	Chapter II topics logically arranged							
Subtotal	4	14	1	-	-	19	4	23
% of reactions	21.1	73.7	5.3				17.4	100.1
% Favor/Neg.	95%			0				
Question #4	Chapter III guidelines are appropriately placed							
Subtotal	5	14	1	-	-	20	3	23
% of reactions	25.0	70.0	5.0				13.0	100
% Favor/Neg.	95%			0				
Question #5	Chapter III covers the "How" & "When" of Coop. Agreements satisfactorily							
Subtotal	5	11	3	-	-	19	4	25
% of reactions	26.3	57.9	15.8				17.4	100
% Favor/Neg.	84%			0				

Figure 4 (Cont'd)

RANKING OF PROPOSED APPENDICES

Weighting			No. of Resp. / Gross Wt.						
1	2	3	4	5	6 Omit	Gross Total	Rank	APPENDIX	No. Responses
6 / 6	5 / 10	4 / 12	1 / 4	1 / 5	1 / 6	43	2	List of possible cooperating agencies w/address	18
6 / 6	2 / 4	6 / 18	2 / 8	1 / 5	- / -	45	3	Chart of possible funding sources (legislation)	17
4 / 4	2 / 4	3 / 9	3 / 12	4 / 20	2 / 12	61	4	Glossary of Terms	18
1 / 1	4 / 8	2 / 6	1 / 4	6 / 30	1 / 6	55	5	List of Related Projects	15
6 / 6	6 / 12	1 / 3	3 / 12	1 / 5	- / -	38	1	Examples of Forms Instruments Sample Communications, etc.	17

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In addition, appropriate graphics were prepared as chapter separators and to underscore appropriate sections of the text, and to enable the user to employ various checklists, evaluation forms and the like in their regional and local guidance efforts.

The final version of the introductory materials appears as four chapters as follows:

Chapter I - Introduction
Chapter II - Background Information
Chapter III - Leadership and Community Support
Chapter IV - Planning and Implementing a Cooperative Agreement

Initial reactions by advisers and project staff are that these materials, with appropriate appendices, can become a viable set of guidelines to local and regional practitioners for setting up an ongoing cooperative agreements program, recruiting school personnel and identifying and involving business, industry, labor and community agencies in the guidance and career development of youth in rural/small schools.

In December, 1976, a first draft of a proposed national survey form was developed to secure data concerning existing cooperative agreements between business, industry, labor and various levels of education. Initially, a key-sort card was considered as a method of recording a summary of the information and identifying the related career emphases. The idea was later abandoned as not being cost-effective.

Potential members to a national advisory panel from education, business, industry, and labor were identified and an invitation extended to them to become project participants. Of this group, 50 constituted the final panel membership. The National Advisory Committee was also expanded by the addition of the following two members:

Mr. Melvin McCutchan
Metro Director NAB
Sandia Laboratories
Albuquerque, New Mexico

Mr. Bruce Kingery
International Representative
Education Department
International Union UAW
Detroit, Michigan

Continued efforts were made to reach an agreement on the items in the national survey instrument. The finalized National Survey was mailed to members of the National Advisory Committee, and the National Advisory Panel, for critical review, rating and return. Changes were then made in the survey instrument to conform with their suggestion.

In April, 1977, the finalized National Survey was mailed to 2,586 rural/small schools, 50 State Departments of Education, 7 National Advisory Committee members, 33 business, 33 business, 31 industry, and 69 labor representatives in addition to 21 members of the National Advisory Panel not already identified. In June, 1977, a revised National Survey form was mailed to 300 Directors of Student Personnel Services in postsecondary education institutions. (See Figure 5)

The results of the foregoing efforts produced few responses and less than ten of those were considered useable even with considerable editing. Telephone calls to 33 state guidance leaders followed during June-July 1977. They indicated that during summer recesses, with few staff members present in the rural/small schools, a good response could not be anticipated. Nevertheless, an additional supply of survey instruments

Figure 5

Summary of Data Gathering Activities

Time 1977	Methods			Contacts Populations	Results	
	Activity		Document-Techniques		Reactions	Next Steps
	Planned	Actual				
April	X		National Survey of Cooperative Agreements	2586 rural/small schools (1/3 of total) 182 representatives of business, industry, labor & education 6 state department officials in each of 50 states (total 300) 7 national advisers of youth clubs 300 postsecondary schools	Sparse	Follow-up
May	X		Publication Outline	7 National Advisory Committee Members 50 National Advisory Panel Members	Excellent	Write draft
June-July		X	Telephone conversations and follow-up special mailings	33 state guidance personnel	Poor	Report to National Advisory Committee
September		X	Mini-Questionnaire Follow-up	50 counselors in randomly selected rural/small schools 20 postsecondary schools (Neither of these populations were included in initial survey)	Poor	Personal Contacts
		X	Telephone Inverviews	12 centers (interviews were tape recorded and transcribed)	Cooperative but unproductive	
		X	Recontacts by letter and survey	25 respondents to gain additional information	Poor	

Figure 5 (Continued)

Summary of Data Gathering Activities

Time 1977	Methods			Contacts	Results	
	Activity		Document-Techniques	Populations	Reactions	Next Steps
	Planned	Actual				
September		X	Letter to attendees of National Briefing	50 individuals attending a Washington, D.C. briefing	Poor	
October-December		X	Personal contact letters	43 directors of funded programs of Career Education in Ohio	Excellent	Summarize reports and publish
		X	Meetings	Guidance organizations		
		X	Telephone calls	Educators identified as working with business, industry, and/or labor		
		X	National Conference	AVA		
		X	Consultant	Educator to write actual agreements		
October	X		Advisers Evaluation Form	Members of National Advisory Committee and National Advisory Panel	Excellent	Publish
November		X	Letter of Permission	Authors of over 200 working agreements selected for publication	Excellent	Finalize publication

was mailed to each state leader contacted. This effort, too, in producing useable information was disappointing.

At a meeting of the National Advisory Committee in Washington, D.C., September 1977, a progress report on the project was given and concerns shared. This resulted in the following suggestions:

1. Mini-questionnaire follow-up to randomly selected rural/small schools and postsecondary schools.
2. Recorded telephone interviews relative to cooperative agreements undertaken by interviewees.
3. Letter and survey to any previous respondents that indicated they had developed working relationships in their schools with business, industry, labor and/or community organizations.

All of the foregoing suggestions were implemented, but the results were negligible.

A visit was made to the Career Education Section in the Ohio Department of Education. A directory of the funded career education programs in Ohio and their coordinators was secured. Each coordinator was individually contacted requesting back issues of their newsletters. These resulted in numerous useable examples of cooperative relationships with business, industry, labor and community groups. A reporting outline was prepared and excerpts taken from the newsletters. Excerpts were organized into the following sections: Title; Name of Contact; Circumstances; Objectives; Linkages/Participants; Process; Problems; Outcomes; Evaluation.

Current vocational education magazines and reports of USOE project reports dealing with linkages were reviewed. Appropriate articles were summarized according to the foregoing sections. Leads were followed by telephone conversations with educators in other states requesting that they prepare descriptions of their own cooperative agreements according to the section headings; ideas were secured and additional contacts were made at state and national guidance and vocational education conferences. One such contact resulted in an agreement to produce 40 cooperative agreements. Each agreement has signed permission to use.

As a result of the combined techniques, over 200 cooperative agreements are reported in this publication according to the following chapter breakdowns:

Chapter V - Cooperative Agreements K-6
Chapter VI - Cooperative Agreements 7-9
Chapter VII - Cooperative Agreements 10-12
Chapter VIII - Comprehensive Programs
Chapter IX - Cooperative Agreements, Post-secondary, Adults, Teachers

The primary result of this project has been a compilation of a set of guidelines for developing and implementing cooperative relationships between rural/small schools at all levels with business, industry, labor, and community agencies. In addition, a set of more than 200 actual working relationships between education, business, industry and labor has been reported using the foregoing guidelines. It is hoped that the finalized publication will serve as a tool for enhancing guidance programs in rural/small schools by providing for linkages between the school and the broader community.

CHAPTER IV

Project Summary

The broad range of objectives and operational procedures of the project have been freely addressed and successfully carried out. Attempting to complete a complex project in consortium among two educational institutions was a cost effective way of meeting project objectives; however, it did produce some planning and development problems. Based upon experience, the following are suggestions for future consortium efforts:

1. One single agency should have the full management and coordination responsibility for the projects' complete scope of work.
2. Significant changes in the utilization of project funds at any consortium agency should be cleared with cooperating agencies.
3. An explicit, coordinated scope of work, a time line, and roles and responsibilities need to be developed and agreed to by all cooperating agencies prior to the initiation of the project's research for development efforts.
4. Examination of progress, adherence to timelines, and general coordination between/among agencies should be monitored frequently by all parties. See

Appendix D for sample status report on tasks.

5. On the basis of such monitoring, any necessary modification in procedures, time lines, or material content should be agreed to by the consortium agencies.
6. Cooperating agencies need to meet at least once a month for planning, review and problem resolution purposes.
7. Reports to the sponsor need to be developed using a multi-author technique with the consortium director finalizing the report for individual agency submission.
8. All agencies should be involved in selecting key project staff. Consistency of thought, working style and personalities is most important to consortium working relationships.
9. The strategy used of having the NMU representative work in close proximity with the consortium was a viable means of reaching project objectives and of strengthening the efforts of the consortium. It resulted in higher visibility in staffing, staff development of both agencies, and eased communication problems considerably.

The research and development efforts of the consortium discovered an evident need for state divisions of vocational education and guidance and counseling to provide increased leadership, material resources, in-service training and technical support assistance to the rural local education agencies.

This research and development project, funded by the U.S. Office of Education (USOE), Bureau of Occupational and Adult Education (BOAE), documents the need for school-community collaboration in alleviating the limiting conditions of the rural school and community. It analyzes the manner in which these conditions impact on the career development needs of rural youth. Further the project, on the basis of a national research presents a strategy, with numerous working examples, for enhancing the career development of rural populations from kindergarten throughout adult ages, and for dealing with such limiting conditions.

Generally the conditions found which have limiting effects on guidance programs in rural schools are:

1. Severe lack of financial and physical resources,
2. Lack of broadly representative role models for rural youth,
3. Geographic isolation,
4. Declining job opportunites,
5. Lack of sufficient number of qualified guidance staff, and
6. Relative sparsity of a variety of industries in the rural community in which students may gain experience.

The following findings gained from an indepth study of the guidance program needs of rural schools gave rationale and direction for the development of the project materials:

1. Career guidance in the rural schools must be viewed as a programmatic effort designed to meet the career

development needs of their youth and adults. When guidance programs are developed the unique strengths of the rural school and community should be recognized and built upon. A systematic program of school-community cooperation is a viable means of tapping those unique strengths mentioned above.

2. The availability of human resources is viewed as a tremendous strength in the rural community. This resource needs to be utilized in the planning of improved guidance programs. Planning for the implementation of a comprehensive program can best be accomplished by involving the community as well as increased school staff in an ongoing effort.
3. Assessment of the specific career development needs of students does not seem to be evident in rural schools. Availability of student need data and data on available human resources for school community cooperation is a prerequisite to realistic planning for such cooperation.
4. Guidance program planners, guidance staff and teachers in rural schools do not realize the unique and potential amount of resources that are available to them in their community. These resources have to be systematically identified, organized, utilized, and evaluated for the improvement of local guidance program activities. Guidelines for accomplishing the above tasks have been presented in the project's product.

5. Educational staff, in general, are not aware and/or do not value their potential responsibility to foster self understanding, decision making and problem-solving skills in their students. It appears that there is a need for a simple but comprehensive model of career development for rural school use as well as a competency-based staff development program to bring about change in this area. This is particularly true in attempting to encourage the school staff as a whole to undertake collaboration with the broader community in order to increase experimental opportunities for rural/small school youth.
6. The role of counselors and school staff is vital to the delivery of effective career guidance and counseling in the rural schools. Nevertheless, numerous other guidance functions need to be provided in the home, classroom and community to achieve the objectives of a comprehensive career guidance program.
7. Effective staff and community orientation, training and continued involvement is vital to the success of a rural based guidance program. Improvement of guidance in rural schools appears to be dependent upon heavy involvement on the part of school staff and community members, unfamiliar with the functions of guidance.
8. In some cases, the attitudes and values of rural parents, faculty and employers appear to limit the

plans, goals, and aspirations of their sons and daughters. Rurality, economics, geographic isolation, and limited role models and work observation/experience settings as well as limited guidance assistance all contribute to the need for specialized guidance and counseling programs at all grade levels.

It is believed that increased, systematic efforts at school-community collaboration can do much to alleviate the limiting effects of stereotypical attitudes and values as well as to deal with the demographic limitations outlined above.

Although the consortium produced a number of products, the Northern Michigan University component's work resulted in a comprehensive guide to developing and implementing cooperative relationships between education at all levels and business, industry, labor and community agencies. In addition, the guide, in presenting in excess of 200 existing working agreements, enables the rural practitioner to utilize proven, effective means of increasing career guidance experiences for rural/small school youth.

This project has provided a beginning for rural educators interested in developing new vehicles for school-community collaboration in guidance programs. Nevertheless there are a number of additional research and development activities which should be considered by federal agencies, state departments, multi-school cooperatives and national level educational centers and laboratories.

Upon national dissemination of the project product and appropriate training of users, all objectives of this consortium member will have been met.

CHAPTER V

Recommendations for Future Guidance Research and Development Efforts

The purpose of this chapter is to synthesize into three categories new research and development efforts determined critical for The U.S. Office of Education to consider, i.e., research, development, and technical service.

These recommendations are based upon the project staff's literature review, field observations, discussions with several hundred rural educators, and advisory panel member feedbacks. Project staff examined such recent research as *Career Development of Youth: A Nation Wide Study*, ACT, 1973, *Purdue Opinion Poll*, 1972, *Career Guidance Needs of the Nation's Youth and Adults*, NIE, 1975, *National Survey of Vocational Education Needs*, The Center for Vocational Education, 1977, *Vocational Guidance in Secondary Schools, Results of a National Study*, The Center for Vocational Education, 1968, and *The National Longitudinal Study: High School Class of 1972*, National Center for Educational Statistics, 1974. Additionally, the staff examined the federal legislative perspectives and mandates found in The Educational Amendments of 1976, P.L. 94-482; Career Education Bill, H.R. 7 and S1382; Employment Resources Act of 1977, S.1; The Youth Initiatives Act of 1977, H.R. 20, and others to find implications for developing recommendations for enriched guidance programs in rural schools and communities.

After three and one half years of developing guidance materials for rural schools and collecting numerous data for analysis, it has been determined that the need for improved guidance services in rural schools appears to be critical enough to urge adoption of the following recommendations:

RESEARCH

1. Development of long range research plans on such topics as follow:
    - (a) barriers to guidance program development in rural schools,
    - (b) causes for limited number of professional guidance staff hired in rural schools,
    - (c) attitudes of the adult rural communities towards guidance, counseling, and career development needs of youth and adults,
    - (d) job mobility of rural youth,
    - (e) the relationship between economic conditions and the nature of school guidance program support,
    - (f) the patterns of rural youth and adult career aspirations and expectations as compared to their counterparts in suburban and urban areas,
    - (g) guidance techniques and services that multi-school educational cooperatives e.g. ISD's,

BOCES can provide rural and small schools,

(h) the types of and reasons for rural student disruptive school and community behaviors and develop recommended strategies to deal with the causes,

(i) the unique sex bias conditions, if any, in the rural home, school and community and strategies to overcome these attitudes or practices,

(j) the unique occupational and education coping and adjustment problems faced by rural youth and adults in educational, job, and geographic transition and possible resolutions to these problems.

(k) the need for career resource centers and special resources and services for youth and adults in rural and small communities,

(l) the career development patterns of rural youth differentiated by sex and race,

(m) influence of significant others in the rural community, on student career attitudes, values, and decision making,

(n) the needs of rural adults who are experiencing mid-career changes and ways to meet these needs,

(o) the proportion of available state and federal funds for career education, and guidance that were utilized by rural schools and what caused this funding allocation,

(p) the ways of providing better labor market projections, mobility factors and job obsolescence data associated with rural communities by state and/or by USOE regions,

(q) the validity and usability of available interest, aptitude and career development needs assessment measures that are applicable to the conditions, values, attitudes, etc., of rural youth and adults,

(r) leisure time options and their effects on adults in rural communities,

(s) study of the cause-effect relationship between sociological, economic and/or psychological influences and career decision making for youth in rural settings.

(t) Provision of guidance services to youth and adults in very isolated areas,

(u) development of and testing of a definitive model for career education and career guidance which will have a measurable impact on the career development needs of youth in rural/small schools,

(v) development and testing of a definitive model for career guidance which will have a measurable impact on the career needs of rural adults, particularly those experiencing mid-life career changes,

(w) trends toward increased similarities and/or differences in attitudes and values between rural and urban populations as a result of:
  - Mass communication media availability
  - Availability of increased educational opportunities
  - Economic and sociological trends
  - Movement of industry into rural areas

DEVELOPMENT

1. Development of models, techniques and materials for use by two-year and four-year higher educational institutions that serve rural communities. This development would help capacitate these institutions to:
   (a) serve as technical service agents to rural schools,
   (b) provide in-service education activities for secondary school staff based upon local rural schools' needs,
   (c) interact cooperatively with secondary schools to enhance the career development of youth (K-12)
   (d) assist in other program development activities,
   (e) assist in multi-community surveys, assessments,
   (f) provide career resource center use opportunities, and
   (g) provide for ongoing guidance program monitoring and evaluation.
2. Development of models, techniques and materials for placement to assist rural schools in more fully util-

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izing the services and resources of

   (a) public and private employment agencies,
   (b) vocational rehabilitation programs,
   (c) mental retardation institutions,
   (d) older aged groups,
   (e) industry, business and labor organizations, and
   (f) federal legislative resources such as CETA, Conservation Corps, Youth Employment Act.

3. Development of additional prototypes and guidelines for the establishment, operation and evaluation of career resource centers in rural communities.
4. Development of career guidance materials and models for special target populations within the rural communities, i.e., women and girls, minority groups, handicapped and disadvantaged.
5. Development of materials and programs for increasing the awareness, attitudes and capabilities of rural parents in order to increase their involvement in the school's guidance program. Since parents are the primary influence on career choice of youth little hope for full guidance program effectiveness can be realized without their informed impact.
6. Development of additional materials, techniques and opportunities to aid rural youth in experiencing a fuller range of work observations and positive work site experiences. This could be accomplished through new approaches to work study, work experience, field trips, community participation opportunities, simulations, sabbaticals, demonstrations, etc.

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7. Development of regional and possibly state level rural school career guidance communication networks based on the presently existing national model. These networks could serve to determine the kinds of information needs rural educators have as well as provide on the spot answers or referral service.
8. Development of audio-visual programs, e.g., T.V., films, charts, filmstrips, that address the unique needs and resources used within rural homes, schools and community groups and settings.
9. Development of programs and techniques that will investigate the unique dropout problems of rural youth, propose solutions to these problems, and evaluate the solutions.
10. Development of creative materials demonstration, relationships and articulations that could be established between rural schools and their area business, government, labor and community organizations.

TECHNICAL ASSISTANCE

1. Continue development of a comprehensive, tested set of in-service training materials, techniques and opportunities that will assist local rural school district administrators, teachers and guidance specialists to:
    (a) understand the career development needs of youth and adults,
    (b) understand the necessity for and ways of renewing their guidance programs,

(c) plan and evaluate guidance programs,

(d) understand how to more fully use the home and community in the planning, development and delivery of guidance,

(e) understand how to develop classroom, home and community based guidance activities,

(f) understand how to more fully use time and existing local talent for increased counseling effectiveness and availability.

2. Continue development of a network of trained professionals on a state or regional level to respond to the in-service training needs of rural schools. These trained professionals could well come from

   (a) multi-school educational cooperatives,

   (b) counselor preparation programs,

   (c) state departments of education,

   (d) trained peers, and

   (e) private consultants in the surrounding area.

   An agency like the National Center for Research in Vocational Education could develop the materials and training capabilities, set up and operate the technical service system, and prepare the local trainers for their future work.

3. Continue development within the National Center for Research in Vocational Education, the capacity of providing on-site technical service to those rural districts needing assistance. This technical service could include such things as:

(a) in-service leadership

(b) assessment consultancey

(c) data analyses and interpretation

(d) program evaluation

(e) material or activity development

(f) program monitoring

(g) information and agency referral

4. Development of an ongoing system of counselor exchange between combinations of rural, suburban and large city counselors.

These recommendations represent ideas that seemed to be implied or mentioned in our research and development efforts and those which may be most helpful in assisting rural schools in preparing for future guidance program renewal. While many of these recommendations already have been addressed for non-rural populations, there is a suggested need to address them related to the unique characteristics of the rural school.

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GLOSSARY of TERMS

ABSTRACT

A succinct, one or two paragraph description of each cooperative agreement, to be included in the body of the keysort card for that agreement.

Information planned for the abstracts will be:

Source
Description (1-2 paragraph) - occupations covered, pay if
any supervision
Installation site
Reference code for full text
Special populations served
Contact person or office
User comments
Interagency involvement

AGENCY

A governmental organization devoted to serving or enforcing a specific function of government. As differentiated from institution.

COOPERATING AGENCY

One of the governmental units above which is involved in the Cooperative Rural Career Guidance System in such a manner as to facilitate achieving the system goals.

CAREER DEVELOPMENT FACTORS

Those concepts related to the overall career guidance of the individual, the totality of which enable the client to become "self-actualized" (A. Maslow) in relation to his/her total career. These factors include:

Economic Understanding
Self Understanding
Work World Understanding
Societal Understanding
Attitudes
Decision Making
Career Planning
Placement in further education or occupations

FORMAL COOPERATIVE AGREEMENT - GENERIC

Continues from year to year. Goals sought are clearly understood by personnel involved. It is reinforced by personal relationships between the parties and by student benefits. Recorded in written form.

INFORMAL COOPERATIVE AGREEMENT - GENERIC

Not a permanent feature of the school's relationship with external agencies or institutions. The result of short-term planning. Goals sought are imprecise. Continuation may or may not be part of the agreement.

COOPERATIVE AGREEMENT - OPERATIONAL

Cooperative agreements should be designed to promote improved career development and/or preparation of clients. They may be either formal or informal and cover any or all of the following functions:

- visits by educational personnel and/or students to business, industry, labor sites
- visits by business, industry, labor to educational sites
  - for purposes of expanding educational and career development opportunities for participants, including youth and adults
- consultation and/or advice for planning, analysis and/or evaluation relative to
  - school plant
  - curriculum
  - inservice education
  - guidance activities
  - placement of clients full or part time
  - vocational education
  - development and/or purchase of learning materials
- community/school service through donations, loans, and/or sharing of funds, facilities, personnel
- alternative schooling
- occupational experience - paid or unpaid
  - work study

  - cooperative vocational education

- occupational exploration/orientation
  - occupational guidance

COOPERATIVE AGREEMENT - OPERATIONAL (continued)

- serve educational needs of
  - students (youth K-14)
  - school personnel
  - business, industry, labor personnel
  - community members
  - specialized populations, e.g., handicapped, rural disadvantaged, women, minorities, other
- foster mutual assistance among...
  - educational institutions, both secondary and postsecondary and business, industry and labor

Such cooperative agreements should also:

- be subject to legal review
- conform to federal, state, local regulations,
- conform to local contractual obligations,
- promote health and safety of all participants.
- criteria will also reflect concern for such exemplary features as
  - multi agency funding
  - multi agency implementation
  - student transportation to cooperative sites
  - recruitment and screening procedrues for clients
  - otehr exemplary or unusual features

FEEDBACK

A means of receiving evaluative information by the system regarding the system to be used for the improvement or modification of the system.

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INSTITUTION

An established organization in society, related to business, industry, labor or education.

KEYSORT CARD

A commercial product, designed to give the user quick access to information from a variety of descriptors. In this case access to cooperative agreements will be from:

Career Development Factor
Cooperative Technique
Occupational Cluster
Program Area Related to the Agreement
Program Level
Special Populations Served
State
User Evaluation

*LINKAGE

A negotiated, authoritative arrangement between two or more organizations which allow for exchange, among the parties of ideas, information, procedures, facilities and personnel in order to achieve mutual goals and objectives.

PANEL OF EXPERTS

Representatives of business, education, industry, labor and students from a cross-section of organizations, primarily national in scope, who have informed knowledge of existing cooperative agreements, the potential for or the hazards of instituting cooperative agreements on various educational levels for a variety of purposes between business, industry and labor and post-secondary and secondary education.

PRODUCT INSTALLATION GUIDE

A document which will spell out methods, techniques and strategies for implementing the Cooperative Rural Career Guidance System. For cooperative agreements. This will include:

Rationale for using coop agreements
Cautions for installation
Preliminary activities to installation
Criteria for choosing appropriate agreements
Writing one's own cooperative agreements outline
  of a good coop agreement
Obtaining permission from proper authorities
Salient features of a good coop agreement
Compliance with statutes, contracts, legal regulations
Kinds of client preparation needed
Levels of Coop agreements-linkages

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*Based Far West Lab for Educational Research and Development definitio

MATRIX OF AGREEMENTS

A planning tool to organize the results of research, discover void in existing agreements, prioritize agreements which need to be written, identify features which should be included, serve as a basis for writing prototype agreements and serve as a basis for much of the product installation guide.

If appropriate, the matrix may be included as a part of the installation guide.

PROTOTYPE AGREEMENTS

Model cooperative agreements, written as a part of this project, to fill words in existing agreements as discovered by a natural survey designed to elicit present cooperative agreements between business, industry and labor and post-secondary and secondary education.

RURAL YOUTH

Enrolled in schools that serve 500 or fewer students in grades K-12 who live primarily in isolated locations 25 miles or more from the corporate limits of cities with populations of 25,000 or more and who may attend consolidated schools with a student population of no more than 2,500.

VOIDS

Areas of cooperation which need to be addressed, but which research discovers have not yet been covered by existing agreements.

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APPENDIX A

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

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Project Officer, David H. Pritchard

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ACKNOWLEDGEMENTS

The *Cooperative Rural Career Guidance System* is an effort to provide relevant linkages between rural/small schools and their communities, particularly those segments of the community representing business, industry and labor. The Project Advisory Committee and the Project Advisory Panel assisted greatly in assessing the relevance of these materials to rural/small schools, as well as the feasibility of implementing the materials in rural communities. Persons with some familiarity with the rural scene and representing business, industry, labor, the home and education were chosen as members of the Project Advisory Committee and Panel to review the project's products. The following are the people who gave freely of their time and knowledge over eighteen months to help us to improve the effectiveness of our efforts:

NATIONAL ADVISORY COMMITTEE

Dr. Everett Edington	Director, Education Research Information Center	Commission on Rural Education & Small Schools	Las Cruces, New Mexico
Dr. Martin W. Essex	State Superintendent of Public Instruction Emeritus	Ohio State Department of Public Instruction	Columbus, Ohio
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Mr. Louis G. Mendez, Jr.	U.S. Office of Education	Washington, D.C.
Mr. Edward D. Miller	Future Business Leaders of America	Washington, D.C.
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Mr. Victor Joseph McAuliffe	National 4-H Foundation of America	Washington, D.C.
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Mr. Victor Kamber	Building & Construction Trades CIO	Washington, D.C.
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APPENDIX B

Development of Survey Instrument

- Cover Letters
- Version 1
- Version 2
- Version 3
- Version 4
- Follow-up Instruments
- Table of Responses

Version 1

NATIONAL SURVEY OF COOPERATIVE AGREEMENTS WITH BUSINESS, INDUSTRY, LABOR AND EDUCAT~~ORS~~ION IN RURAL SETTINGS

(A U. S. Office of Education Project Entitled: "Cooperative Rural Career Guidance System" directed by Northern Michigan University, Marquette, in Collaboration With the Center for Vocational Education at The Ohio State University, the Ohio Department of Education, and the Michigan State Department of Education).

DIRECTIONS: THIS SURVEY INSTRUMENT IS DESIGNED TO INDICATE THE EXTENT OF COOPERATIVE AGREEMENTS WITH BUSINESS, INDUSTRY, LABOR AND EDUCATORS IN RURAL SETTINGS.

PLEASE CHECK THE A~~PPROPRIATE~~ RESPONSE WHICH BEST EXPRESSES YOUR REACTION TO EACH OF THESE QUESTIONS AND PROVIDE ADDITIONAL WRITE-IN INFORMATION AS REQUESTED.

DEFINITIONS: COOPERATIVE AGREEMENTS:

RURAL YOUTH: Enrolled in schools that serve 500 or fewer students in K-12 who live primarily in isolated geographic locations twenty-five miles or more from the corporat~~ion~~e limits of cities with populations of 25,000 or more, with a low population density, but who may attend consolidated schools with a student population greater than 500

Name: ________________ Title: ________________

Institution: ________________ Telephone: (   ) ________

Address: ________________ Zip Code ________

____

INDICATE YOUR AFFILIATION:

a. Business ☐

b. Industry ☐

c. Organized Labor ☐

d. Post High School Education ☐

e. Secondary Education ☐

f. Education K-12 ☐

g. Specialized Population ☐

h. ________________ ☐
Other - Please Specify

****

	None	Little	Some	Frequent
1. To what extent has your organization or school developed cooperative agreements designed to assist rural youth?	☐	☐	☐	☐

2. Following is a list of methods ~~or~~ techniques that may be used by business, industry and labor ~~in~~ cooperative agreements ~~with~~ educators to assist rural youth. In~~dicate the extent of your involvement in these techniques to assist rural youth.~~ In Column I

~~Under the left-hand column~~ indicate the value of all of ~~these~~ activities already in use by your organization. In ~~the right-hand~~ Column rate the potential of the activities to your organization in formulating ~~by~~ cooperative agreements that will assist rural youth.

Provide a description of a program, activity or materials used in a developed cooperative agreement between business, industry, labor and educators to assist rural youth that is now in operation, or describe a program, activity or materials that you believe has potential ~~for~~ use in cooperative agreements to assist rural youth.

☐ Existing Cooperative Agreement ☐ ~~Suggested~~ Potential Cooperative Agreement

The chief purpose of the cooperative agreement is to ____________________

____

The most appropriate level for use of the cooperative agreement to assist rural youth is

☐ Elementary ☐ ~~College/University~~ 2-Year Post Secondary

☐ Jr. High Middle School High School ☐ College/University

☐ ~~2-Year/Post/Secondary~~ ☐ Special Population (handicapped, women, minorities) Specify ____________

Copy of Cooperative Agreement(s) ~~are~~: ☐ Enclosed ☐ Available from person cited below

Name ____________________ Title ____________

Organization ____________________

Address ____________________ Phone ( ) ____________

____________________ Zip ____________

If cooperative agreement is enclosed, does it carry a copywright? ☐ Yes ☐ No

If yes, may it be published with appropriate credit? ☐ Yes ☐ No

PLEASE USE THE SPACE BELOW FOR COMMENTS OR FOR PROVIDING ADDITIONAL INFORMATION.

What types of specific problems have you encountered in your efforts to establish cooperative agreements to assist rural youth that utilize inputs from business, industry, labor and educators?

	Column 1 Estimated Value Based on Experience			Column 2 Estimated Potential Value		
	Little	Some	Great	Little	Some	Great
PROGRAM OPERATION						
a. Advisory committees	☐	☐	☐	☐	☐	☐
b. Informal/ad hoc committees	☐	☐	☐	☐	☐	☐
c. Cooperative programs	☐	☐	☐	☐	☐	☐
d. Personnel exchange visitation programs	☐	☐	☐	☐	☐	☐
e. Field trips	☐	☐	☐	☐	☐	☐
f. Workshops	☐	☐	☐	☐	☐	☐
g. Other ____________________	☐	☐	☐	☐	☐	☐
PROGRAM SUPPORT						
h. Grants/scholarships/awards	☐	☐	☐	☐	☐	☐
i. Student recrutment	☐	☐	☐	☐	☐	☐
j. Donation/loan of equipment	☐	☐	☐	☐	☐	☐
k. Loan/sharing of facilities	☐	☐	☐	☐	☐	☐
l. Donation/loan ~~of~~ material/software	☐	☐	☐	☐	☐	☐
m. In-Service for personnel m. Other ____________________	☐	☐	☐	☐	☐	☐
PROGRAM DEVELOPMENT						
n. Program goal development	☐	☐	☐	☐	☐	☐
o. Curriculum development	☐	☐	☐	☐	☐	☐
p. Occupational analysis	☐	☐	☐	☐	☐	☐
q. Occupational orientation r. Program evaluation	☐	☐	☐	☐	☐	☐
s. Program revision	☐	☐	☐	☐	☐	☐
t. Certification requirements	☐	☐	☐	☐	☐	☐
u. Other ____________________	☐	☐	☐	☐	☐	☐

3. Describe below any significant changes that have occurred in your organization as a result of cooperative agreements to assist rural youth involving business, industry, labor and educators that are already operative.

____

____

____

____

NATIONAL SURVEY OF COOPERATIVE AGREEMENTS WITH BUSINESS, INDUSTRY, LABOR AND EDUCATORS IN RURAL SETTINGS

Provide a description of a program, activity or materials used in a developed between business, industry, labor and educators cooperative agreement/to assist rural youth that is now in operation, or

☐ Existing Cooperative Agreement ☐ Suggested Cooperative Agreement

provide abstract outline

The chief purpose of the cooperative agreement is to ________________________

____

If ~~no cooperative agreement currently exists between //////////~~ business, ~~industry, labor and educators, identify~~ and describe an program, activity or materials that you believe has potential use in assisting rural youth.

Version 2

NATIONAL SURVEY OF COOPERATIVE AGREEMENTS BETWEEN RURAL/SMALL SCHOOL DISTRICTS AND BUSINESS, INDUSTRY OR LABOR, OR POST-SECONDARY INSTITUTIONS

Purpose: To describe the character, type, and outcome of formal or informal cooperative agreements between rural/small school districts and business, industry or labor, or post-secondary institutions is the fundamental purpose of this questionnaire.

Population:

Rural/small schools: For the purpose of this survey, rural schools enroll no more than 1500 students in grades K-12 and no more than 500 of these students are enrolled in the senior high according to the district's definition of the senior high school, i.e., 9-12 or 10-12.

DIRECTIONS: THIS SURVEY INSTRUMENT IS DESIGNED TO INDICATE THE EXTENT OF YOUR INVOLVEMENT WITH BUSINESS, INDUSTRY, LABOR, AND VARIOUS LEVELS OF EDUCATION. PLEASE CHECK THOSE RESPONSES WHICH BEST EXPRESS YOUR REACTIONS TO EACH OF THE QUESTIONS AND PROVIDE ADDITIONAL WRITE-IN INFORMATION AS REQUESTED.

School of Education

Northern Michigan University

Marquette, Michigan 49855

DEFINITIONS:

Formal cooperative agreements are intended to continue from year to year, and the goals that they seek to achieve are clearly understood by the personnel involved. They are reinforced by the personal relationships they develop between the parties and the mutual conclusion that students do indeed derive educational benefits. Formal cooperative agreements are (or may be) recorded in written form.

Informal cooperative agreements while beneficial may not become a permanent element in the school's relationship with external agencies or institutions. This type of agreement is possibly the outcome of short-term planning, and goals are unlikely to be precisely defined. Continuation or follow-up is an option but not part of the agreement.

ASSUMPTIONS:

1. That some rural/small school districts supplement their instructional or guidance programs through formal or informal agreements with agencies or institutions external to the school.

2. That some rural/small school districts enter into agreements with external agencies or institutions for the expressed purpose of facilitating the transition of their students to the world of work, further education, leisure, community participation and other life roles.

GOALS:

1. To determine the interrelationships between certain school and community characteristics that foster cooperative agreements.

2. To determine the types of business, industry or labor organizations, or post-secondary institutions that most frequently and effectively cooperate with local school districts.

3. To obtain, for the purpose of national dissemination, model or exemplary cooperative agreements that have proven effective between business, education, industry or labor.

4. To ascertain the degree of interest in developing cooperative agreements between rural/small schools with business, industry, and labor.

PART I
WHO ARE YOU?

A. School Characteristics:

Rural/small schools obviously differ in a number of ways other than size of enrollment. Please respond to each of the following questions concerning the uniqueness of your district.

School District's Name ______________________________

Mailing Address ______________________________

______________________ Zip __________ Telephone (   ) ______

Respondent's Name and Position ______________________________

____

1. What is the number of square miles in your district? ______
2. What is the total enrollment of your school district? ______
3. How many students are enrolled in grades K-6 ______
   7-8 ______
   9-12 ______
4. What is the average daily number of students bussed? ______
5. What is the average per-pupil expenditure for instruction for the school year based on K-12 enrollment? ______
6. Approximately what percent of your district's revenue is obtained from local funding and what percent from state aid?
   Local ______
   State ______
   Other (specify) ______
7. If the district offers a vocational or occupational program, what skill or skills are taught, e.g., secretarial, automotive repair, house construction? ______________________________
   ____
   ____
8. What is the average annual budget for guidance in your district? ______
9. How many counselors are employed in your district? If less than one full-time, express as a percentage of assigned load. ______
10. Approximately what percent of graduates enter two- or four-year colleges or universities? ______

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B. Community Characteristics:

Rural/small schools are affected in a variety of ways by the region or the community in which they are situated. Please describe the characteristics of your district's setting by responding to the following questions.

1. What is the population of your county? ____________
2. How many cities of 25,000 population or more (if any) are located in your county? ____________
3. What is the distance from your school to the nearest city of 25,000 or more? ____________
4. What is the population of the community, town, or city which your school serves? ____________
5. What is the predominant business or industry or the region served by your district, e.g., agriculture, lumber, mining, etc.? ____________
6. Are graduates likely to find employment in the predominant regional business or industry recorded in question #5?

   Very rarely ____________
   Sometimes ____________
   Frequently ____________

7. During the last five years, how would you describe the economy of your area?

   Improved ____________
   Unchanged ____________
   Declined ____________

8. How would you describe the full-time employment opportunities for your graduates within commuting distance?

   Very scarce ____________
   Only fair ____________
   Good ____________

9. What is the typical commuting distance to work in your community? ____________
10. What is the distance from your school to the nearest post-secondary institution? ____________

PART II
WHAT'S HAPPENING?

A. Cooperative Agreements with External Agencies or Institutions:

Thinking of the definitions of informal and formal agreements listed on page 1, what agencies or institutions have cooperated with your district? Record the name of the agency or institution, its type, and the kind of agreement, "I" for informal and "F" for formal. Then circle the number(s) of the agency whose cooperation has been greatly beneficial for your students and that you would encourage others to consider.

Examples:

	Name	Type	I or F
1.	K-Mart	Retail merchandise	F
2.	Rotary	Local service club	I
3.	Central College	Two-year community college	I
4.	____________	____________________	__
5.	____________	____________________	__
6.	____________	____________________	__
7.	____________	____________________	__
8.	____________	____________________	__
9.	____________	____________________	__
10.	____________	____________________	__

B. Programs or Activities Sponsored by the Agency or Institution:

From your listing above, select the three agencies that have been most cooperative in formulating agreements and enter their numbers in the space provided under "Existing Agreements" below. Please check the program or activities that have been sponsored or co-sponsored. Then circle the program or activity that has been of greatest value to your students.

In the right hand columns headed "Potential Agreements," please check the programs or activities that are not now in operation but have potential in your district for cooperative agreements with Business (B); Education (E); Industry (I); and/or Labor (L).

Examples:

Program or Activity	Existing Agreements			Potential Agreements			
	1	2	3	B	E	I	L
Provided speakers for Career Day.	_	X	X	_	_	_	X
Provided part-time employment for students in work/study program.	X	_	_	_	_	_	_

PART III
A. HOW DOES IT WORK?

General Directions for Reporting Locally-developed Cooperative Agreements

In this part you have been provided a mock-up of our proposed product: a keysort card. Please place an "X" mark after each item to which your cooperative agreement pertains. Please place the "X" in the box provided after the appropriate item.

Block A - General Information

Please supply the information requested.

Block B - Occupational Category

This category lists the 15 USOE occupational clusters. Please try to identify one or more clusters to which your agreement applies, if it prepares students for occupational entry. If you use "other," please specify the particular occupation. If your agreement does not apply in anyway to occupational entry, leave category B blank.

Block C - Career Development Factors

Please indicate the factor or factors which this agreement is primarily designed to reinforce. Some agreements may reinforce all factors; some may only indirectly affect one or two factors, e.g., advisory functions on facilities remodelling. Please try to identify at least one factor affected.

Block D - Grade Level

Please identify the grade level(s) which this cooperative agreement serves. Also, please indicate whether this agreement is primarily school- or non-school-related by marking the appropriate box.

Block E - Program or Activity

Please identify all programs or activities listed here to which your program relates. You may use the blank space in the center of the mock-up to indicate additional activities not listed here. Please note that some items are followed by a blackened box. This is an attempt to categorize activities. Items between the blackened boxes fall into the category described by the item next to the blackened box above the item for which a response box is provided.

Block F - User Evaluation

According to your subjective judgment, please give an evaluation of how well this agreement is presently working. Mark the box next to the adjective which best describes its effectiveness in operation.

Block G - Special Populations

Please identify any special population(s) upon which the purpose of this agreement is focused.

Block H - Education Program

Please indicate the educational program(s) listed in the center of the mock-up to which your agreement applies.

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Version 3

NATIONAL SURVEY OF COOPERATIVE AGREEMENTS BETWEEN RURAL/SMALL SCHOOLS AND BUSINESS, INDUSTRY, LABOR AND/OR POST-SECONDARY EDUCATION

(Slight modification in title for other populations)

Assumptions:

The survey is based on two major assumptions:

1. That rural/small schools can provide instructional and guidance assistance through cooperative agreements with business, industry, labor and/or post-secondary educational institutions.
2. That rural/small schools have presently, and can increase cooperative agreements with business, industry, labor and/or post-secondary educational institutions for the express purpose of facilitating the transition of students to work or further education.

Purpose:

To obtain, for the purpose of future national dissemination, descriptions of existing or potential cooperative agreements involving business, education, industry and/or labor that are educationally and occupationally beneficial to rural school students.

Survey Populations:

Rural/small schools implies an enrollment of no more than 1,500 students in grades K-12 and no more than 500 of these students are enrolled in the senior high according to the district's definition, i.e., 9-12 or 10-12.

Business implies a direct relationship to the consumer by providing products and services such as pharmacist, banker, grocer, service station attendant.

Industry implies an indirect relationship to the consumer by providing a product through a series of processes such as mining, farming, manufacturing, wholesaling.

Labor implies an organization concerned with worker benefits related to hours, wages, working conditions, and training.

Post-secondary education implies institutions that offer vocational education programs and primarily serve rural communities.

Rationale:

Cooperative agreements between school districts and business, industry, labor and/or post secondary education begin with an idea, however tentative or ambiguous. In order that we can fully understand and publish how the idea has been converted into an agreement, and how well the agreement works, it will require a narrative description. That description can best be written by the person or persons with primary responsibility for implementation.

To communicate more clearly what is meant by a cooperative agreement, two examples are provided. Example I represents a cooperative agreement already in existence. Example II is an illustrative idea that has potential.

(Your use only—please *do not* return)

NATIONAL SURVEY OF COOPERATIVE AGREEMENTS BETWEEN BUSINESS AND ELEMENTARY, SECONDARY AND POSTSECONDARY EDUCATION IN RURAL OR SMALL COMMUNITIES

Assumptions:

The survey is based on two major assumptions:

1. That business organizations can provide instructional and guidance assistance through cooperative agreements with elementary, secondary and postsecondary educational institutions in rural or small communities.

2. That business has presently, and can increase cooperative agreements with rural or small schools for the express purpose of facilitating the transition of students to work or further education.

Purpose:

To obtain, for the purpose of future national dissemination, descriptions of existing or potential cooperative agreements involving business, education, industry, and/or labor that are educationally and occupationally beneficial to rural school students.

Survey Populations:

Rural/small schools implies an enrollment of no more than 1,500 students in grades K-12 and no more than 500 of these students are enrolled in the senior high according to the district's definition , i.e., 9-12, or 10-12.

Business implies a direct relationship to the consumer by providing products and services such as pharmacist, banker, grocer, service station attendant.

Industry implies an indirect relationship to the consumer by providing a product through a series of processes such as mining, farming, manufacturing, wholesaling.

Labor implies an organization concerned with worker benefits related to hours, wages, working conditions, and training.

Postsecondary education implies institutions that offer vocational education programs and primarily serve rural communities.

Rationale:

Cooperative agreements between school districts and business, industry, labor and/or postsecondary education begin with an idea, however tentative or ambiguous. In order that we can fully understand and publish how the ideas has been converted into an agreement, and how well the agreement works, it will require a narrative description. That description can best be written by the person or persons with primary responsibility for implementation.

To communicate more clearly what is meant by a cooperative agreement, two examples are provided. Example I represents a cooperative agreement already in existence Example II is an illustrative idea that has potential

(Your use only please *do not* return)

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NORTHERN MICHIGAN UNIVERSITY
MARQUETTE, MICHIGAN 49855

Mailing Address: The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

MEMORANDUM

DATE: April 20, 1977

TO: Selected Labor Leaders

FROM: Charles E. Weaver, Ph.D., Project Director

SUBJECT: Cooperative Agreements between Labor and Education in Rural/Small Schools
(Similar content to each population)

The Center for Vocational Education at The Ohio State University, Columbus, Ohio, in consortium with the School of Education, Northern Michigan University, Marquette, Michigan, is conducting a nationwide study to discover cooperative agreements with business, industry, labor and various levels of education that will benefit the career development of students in rural/small schools. This study is funded by USOE under the Vocational Education Act of 1963 as amended.

A sample of the more than 7,500 rural/small schools in the nation, 300 post-secondary educational institutions, and 240 selected representatives of business, industry, the labor force and state departments of education are included in this career guidance project.

We are pleased to inform you about our project and to share with you the type of information we are requesting. We solicit your assistance for we feel that you may be a participant in, or be knowledgeable of, an on-going cooperative agreement that is helping rural and small school youth in their educational and vocational planning. Since we are planning a publication based on your inputs, we are requesting that you, or your representative,

1. complete descriptions of at least one cooperative agreement highlighting guidance activities on the outline form provided, and/or

2. complete a potential cooperative agreement on the form provided, and/or

3. complete the checklist of ideas for cooperative agreements.

All published cooperative agreements will carry proper agency and author credit.

We are eager to include cooperative agreements from labor leaders across the nation in this publication. To facilitate acquiring this descriptive information, an addressed envelope is enclosed for your use. It is our belief that your assistance will provide a significant national contribution to the field of guidance, career education, and rural/small school-community cooperation that highlights labor inputs.

CEW/rgs

Enclosures

NORTHERN MICHIGAN UNIVERSITY
MARQUETTE, MICHIGAN 49855

Mailing Address: The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

MEMORANDUM

DATE: April 20, 1977

TO: Members of the National Advisory Council and the National Project Advisory Panel for the Cooperative Rural Career Guidance Project

FROM: Charles E. Weaver, Ph.D., Project Director

SUBJECT: Cooperative Agreements between Business, Education, Industry and Labor

Our National Survey Instruments to discover cooperative agreements with business, industry, labor and various levels of education that will benefit the career development of students in rural/small schools is enclosed. As you are aware, The Center for Vocational Education at The Ohio State University, Columbus, Ohio, is in consortium with the School of Education, Northern Michigan University, Marquette, Michigan, in making this study. It is funded by the USOE under the Vocational Education Act of 1963 as amended.

A sample of the more than 7,500 rural/small schools in the nation, 300 postsecondary educational instituions, and 240 selected representatives of business, industry, the labor force and state departments of education are included in this career guidance project.

We are pleased to share with you the final version of our survey instruments which were revised following receipt of your suggestions and comments. Thank you for that assistance. We solicit your help again for we feel that you may be a participant in, or be knowledgeable of, an on-going cooperative agreement that is helping rural and small school youth in their educational and vocational planning. Since we are planning a publication based on your input, we are requesting that you, or your representative

1. complete descriptions of at least one cooperative agreement highlighting guidance activities on the outline form provided, and/or
2. complete a potential cooperative agreement on the form provided, and/or
3. complete the checklist of ideas for cooperative agreements.

All published cooperative agreements will carry proper agency and author credit.

We are eager to include cooperative agreements submitted by our project advisory council and advisory panel members. To facilitate acquiring this descriptive information, an addressed envelope is enclosed for your use. It is our belief that your assistance will provide a significant national contribution to the field of guidance, career education, and rural/small school-community cooperation.

CEW/rgs
Enclosures

NORTHERN MICHIGAN UNIVERSITY
MARQUETTE, MICHIGAN 49855

Mailing Address: The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

June 7, 1977

MEMORANDUM

TO: Selected Postsecondary Education Leaders

FROM: Charles E. Weaver, Ph.D., Project Director

SUBJECT: National Survey of Cooperative Agreements

A survey of cooperative agreements between education and business, industry and labor and a publication describing these agreements are being developed in consortium between The Center for Vocational Education, The Ohio State University, and Northern Michigan University, Marquette, Michigan as a part of the Cooperative Rural Career Guidance System. This project is funded by USOE, Bureau of Occupational and Adult Education, under the Vocational Education Act of 1963 as amended. The enclosed brochure describes the project more fully.

You have been selected as one of 300 postsecondary education institutions serving rural/small communities plus representatives of business, industry and labor to participate in our national survey of cooperative agreements. With your help, this survey will serve two purposes: 1) to discover existing cooperative agreements between education and business, industry and labor; 2) to obtain your suggestions for new agreements which should be written.

What we need to know is--do you have any cooperative agreements with business, industry or labor, either in written form or in informal verbal form? Please see the instruction sheet for details on reporting them. With your inputs we plan a publication to include several hundred cooperative agreements in a variety of areas. Of course, each agreement published will carry proper agency and author credit.

We are eager to include cooperative agreements from as many postsecondary education leaders as possible in what we hope will be a very practical tool for disseminating the work which has already been done plus newly developed agreements suggested by you. We anticipate that with your help this project will make a significant contribution to the career development of youth and adults in rural/small schools across the nation.

In order to enable others to profit from your efforts, please return by June 24, 1977, in the enclosed envelope, the completed survey and copies of agreements you are willing to share.

CEW/rgs
Enclosures (3)

NORTHERN MICHIGAN UNIVERSITY
MARQUETTE, MICHIGAN 49855

March 4, 1977

TO: Members of National Project Advisory Panel

FROM: Charles E. Weaver, Ph. D., Project Director, Cooperative Rural Career Guidance System CEW

SUBJECT: Request for Your Comments and/or Suggestions on Enclosed Project Materials

Let met welcome you to the National Project Advisory Panel for our project, "Cooperative Rural Career Guidance System." As we indicated previously, a goal of the project is to conduct a national study to identify examples of cooperative agreements developed by and between representatives of elementary, secondary, and postsecondary education, business, industry and/or labor which benefit students enrolled in rural or small schools.

At this time we are requesting that you critically review the following enclosures: (See Rating Form for instructions.)

1. The National Survey - A questionnaire and illustrative examples to determine existing or potential cooperative agreements of rural/small schools with business, industry, labor and/or post-high school education, and agreements among business, industry and labor with postsecondary institutions. To facilitate your review, you have received only those materials dealing with the type of organization with which you are connected. Copies of the complete packet are available upon request.

2. Roster of Members of National Project Advisory Panel - Invitations were extended to 96 representatives of business, industry, labor and post-high school education. Favorable responses were received from 45 identified in the roster; 11 indicated that they did not wish to participate; 40 have not yet responded to the invitations that have been mailed. This item is for information only.

We are asking that you review the Survey Instrument and the examples of cooperative agreements to assess clarity and simplicity for gaining a description of existing or potential agreements and reporting them. We would then appreciate your taking the time to check the National Project Advisory Panel Rating Form enclosed and returning it to us by mail or calling in your comments "collect" within one week of its receipt. If we do not hear from you by that time, we will assume that you are satisfied with the two reporting instruments.

Our next contact with you will be to forward to you final copies of the reporting instruments with additional instructions at that time.

Thank you for your invaluable assistance.

CEW/rgs
Enclosures: 6
cc: Dean W. A. Berg
Harry N. Drier

Mailing Address:
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

Version 4

NATIONAL SURVEY OF COOPERATIVE AGREEMENTS BETWEEN RURAL/SMALL SCHOOLS AND BUSINESS, INDUSTRY, LABOR AND/OR POST-SECONDARY EDUCATION

(Slight modification in Title for other Populations)

Assumptions:

The survey is based on two major assumptions:

1. That some rural/small schools do provide instructional and guidance assistance through cooperative agreements with business, industry, labor and/or postsecondary educational institutions.
2. That some rural/small schools have presently, and can increase the number of cooperative agreements with business, industry, labor and/or postsecondary educational institutions for the express purpose of facilitating the transition of students to work or further education.

Purpose:

To obtain, for national dissemination, descriptions of existing or potential cooperative agreements involving business, industry, labor and/or postsecondary education that are educationally and occupationally beneficial to rural school students.

Funding:

The project is being funded by the United States Office of Education and under the aegis of the Vocational Education Act of 1963, as amended.

School of Education
Northern Michigan University
Marquette, Michigan 49855

(Your use only--please *do not* return)

Rationale:

Cooperative agreements between school districts and business, industry, labor, and/or postsecondary institutions begin with an idea, however tentative or ambiguous. To illustrate how such an idea has been converted into an agreement and how the agreement has been implemented, an example has been provided on page 3. It describes what is actually occurring in a small community located in Michigan's Upper Peninsula.

For the purpose of summarizing the major features of the agreement, the author checked descriptive terms under six headings on the reverse side of the example sheet, including his opinion about how effectively the agreement was functioning.

Many rural/small school districts may not have agreements in effect of comparable scope or longevity. Successful agreements (or those marginally successful) may endure for only a few weeks or months, and they may be very informal in character. The key issue is whether or not they involve external agencies. Any agreement of limited scope may be uniquely suitable to circumstances present in other small communities.

Every cooperative agreement that is described by a respondent (superintendent or designate) will be carefully reviewed for inclusion in a national publication. If editing is essential, the edited version will be returned to the author for his or her approval.

Please read the example, note the entries on the summary check lists, and then refer to the instructions on page 5.

(Your use only—please *do not* return)

NATIONAL SURVEY OF COOPERATIVE AGREEMENTS
(Rural/Small Schools)

(Slight modification of title for other populations)

General Instructions

1. Please describe your school and community characteristics by responding to inquiries on the reverse side of this sheet.

2. Using the Forest Park School District example on pages 3 and 4 as a guide:

   a. Describe one or two cooperative agreements that are now, or have been, in effect in your district by responding to the same four questions on page 7.

   b. Summarize the major feature of the agreement(s) described by making entries on page 8.

3. If you have an idea about a cooperative agreement that might function well in your community (but time or resources has delayed or precluded), please record that idea on page 9.

4. If you perceive a need for additional kinds of cooperative agreements, you may suggest these by completing the checklist on page 10 according to the instructions on the page. The project staff will use your inputs to write potential agreements based on your suggestions.

THANK YOU

* * * * * * * * * * * * * *

Please return *only* the pages that contain
your responses via the return addressed
envelope to:

Dr. W. A. Berg, Dean
School of Education
Cooperative Rural Career Guidance System
Northern Michigan University
Marquette, Michigan 49855

EXAMPLE

COOPERATIVE AGREEMENT DESCRIPTION

The author of the example below described a cooperative agreement functioning in his district by using four key questions as a guideline.

Respondent Mr. Wilbur Schenk **Position** Superintendent

Mailing Address Forest Park School District, West Superior Avenue

Crystal Falls, MI **Zip** 49920 **Telephone** (906) 875-6761

1. **What circumstances or events precipitated the cooperative agreement?**

Some years ago, our community was set back economically when a nearby iron mine was closed. Despite the accompanying loss of revenue by our system, our board wanted to sustain a comprehensive program for our students and particularly for the non-college-bound student who frequently must relocate in order to find employment.

With the help of a vocational educator from our intermediate district office, we added a new dimension to our vocational program, a residential home-building project. An initial survey of our community revealed that a full range of building tradesmen were potentially available as consulting resource persons for the project. The approach to these tradesmen, and other community resources, confirmed our plans for substantial external involvement.

2. **What are the primary objectives of the program or activity fostered by the agreement, and what services are rendered to the school(s)?**

Through the practical experience of planning, constructing, and marketing a three-bedroom home students in a combined building trades and electricity class are taught the several skills required for residential construction. Their experiences involve movement through the sequential stages of home design, and actual construction, and final inspection by building and health code officials. The wide range of professional and skilled occupations required during these instructional stages strongly suggested that the expertise available in the community should be sought to supplement the competencies of the faculty.

The cooperative agreement with members of the construction industry, and related occupations, is centered in an advisory committee. Membership on the committee includes the proprietors of two building supply companies, a mason, the foreman of the city electric department, the city manager-engineer, the proprietor of an excavation business, and the county building codes inspector.

Local retailers, contractors, and utility company representatives are on call for demonstrations, consulting, and evaluations. Their services assure proper planning and installation of heating, plumbing, sanitation, and electrical systems.

The continuity of the cooperative agreement, now in its fourth year, has been reinforced by offsetting costs of construction with revenue obtained from the sale of each residence completed.

3. **What are the evaluation results (outcomes) of the agreement, either in terms of student achievement or other ancillary benefits?**

Students involved in the project learn salable skills; they gain the advantage of direct contact with potential employers; they have the opportunity to develop wholesome attitudes toward work and to obtain insights into the problems of business management.

Members of the advisory committee, and other project resource people, give high praise to the training that the students receive and their accomplishments. The cooperative enterprise has public relations benefits for the external agency participants, and this outcome has helpd to sustain their involvement.

4. **What problems, if any, arose during the implementation of the agreement? Cautions? Hazards?**

None of any serious consequence. The potential problem of competition with local construction builders was resolved before the first project got underway.

COOPERATIVE AGREEMENT CLASSIFICATION (continued)

1 SERVICE(S) PROVIDED

- ☑ Advisory-consulting
- ☑ Career guidance-counseling
- ☐ Competitive awards
- ☑ Curriculum enrichment
- ☑ Employment information
- ☐ Field trips
- ☐ Placement
- ☑ Program planning
- ☐ Speakers
- ☑ Student evaluation
- ☐ Tutorial
- ☐ Work-study
- ☐ Other (identify)

2. CAREER EMPHASES

- ☐ Agri-business & natural resources
- ☐ Business & office
- ☐ Communications media
- ☐ Consumer & homemaking education
- ☑ Construction
- ☐ Environmental control
- ☐ Fine arts & humanities
- ☐ Health
- ☐ Hospitality & recreation
- ☐ Manufacturing
- ☐ Marine science
- ☐ Marketing & distribution
- ☐ Personal service
- ☐ Public service
- ☐ Transportation
- ☐ Other (identify)

3. PROGRAM LEVEL(S)

- ☐ K-6
- ☐ 7-9
- ☑ 10-12
- ☐ 13-14
- ☐ 15+
- ☐ Adult
- ☐ Other (identify)

4. PROGRAM EMPHASES

- ☐ All students
- ☐ College bound
- ☐ Delinquents
- ☐ Disadvantaged
- ☐ Dropouts
- ☐ Gifted
- ☐ Handicapped
- ☐ Minorities
- ☑ Non-college bound
- ☐ Unemployed
- ☐ Women
- ☐ Other (identify)

5. CAREER DEVELOPMENT FACTORS

- ☑ Attitudes and values
- ☑ Career planning
- ☐ Decision making
- ☑ Economic understanding
- ☐ Environment
- ☐ Interpersonal relationships
- ☐ Leisure
- ☐ Self-concept
- ☐ Work experience
- ☐ Other (identify)

6. PROGRAM APPRAISAL
(check one only)

- ☑ 5(high)
- ☐ 4
- ☐ 3 (medium)
- ☐ 2
- ☐ 1 (low)

(Your use only—please *do not* return)

COOPERATIVE AGREEMENT DESCRIPTION

Instructions:

If your description does not fit in the spaces provided, or if you describe more than one agreement, attach a separate sheet(s). *Please include a copy if possible.*

Respondent ______________________ Position ______________

Mailing Address ______________________________________

______________________ Zip ______ Telephone (   ) __________

1. What circumstances or events led to developing the cooperative agreement?

2. What are the primary objectives of the program or activity fostered by the agreement, and what services are rendered to the school(s)?

3. What are the outcomes of the agreement, either in terms of student achievement or other ancillary benefits?

4. What problems, if any, arose during the implementation of the agreement?

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COOPERATIVE AGREEMENT CLASSIFICATION

Instructions:

If you have described more than one cooperative agreement, summarize the major features of that second **agreement** by placing checkmarks to the right of the boxes and to the right of the spaces under "Other."

1. SERVICE(S) PROVIDED

☐ Advisory-consulting
☐ Career guidance-counseling
☐ Competitive awards
☐ Curriculum enrichment
☐ Employment information
☐ Field trips
☐ Placement
☐ Program planning
☐ Speakers
☐ Student evaluation
☐ Tutorial
☐ Work-study
☐ Other (identify)
______
______
______

2. CAREER EMPHASES

☐ Agri-business & natural resources
☐ Business & office
☐ Communications media
☐ Consumer & homemaking education
☐ Construction
☐ Environmental control
☐ Fine arts & humanities
☐ Health
☐ Hospitality & recreation
☐ Manufacturing
☐ Marine science
☐ Marketing & distribution
☐ Personal service
☐ Public service
☐ Transportation
☐ Other (identify)
______
______
______

3. PROGRAM LEVEL(S)

☐ K-6
☐ 7-9
☐ 10-12
☐ 13-14
☐ 15+
☐ Adult
☐ Other (identify)
______

4. PROGRAM EMPHASES

☐ All students
☐ College bound
☐ Delinquents
☐ Disadvantaged
☐ Dropouts
☐ Gifted
☐ Handicapped
☐ Minorities
☐ Non-college bound
☐ Unemployed
☐ Women
☐ Other (identify)
______
______
______

5. CAREER DEVELOPMENT FACTORS

☐ Attitudes and values
☐ Career planning
☐ Decision making
☐ Economic understanding
☐ Environment
☐ Interpersonal relationships
☐ Leisure
☐ Self-concept
☐ Work experience
☐ Other (identify)
______
______
______

6. PROGRAM APPRAISAL
(check one only)

☐ 5(high)
☐ 4
☐ 3 (medium)
☐ 2
☐ 1 (low)

ADDITIONAL IDEAS FOR COOPERATIVE AGREEMENTS

Instructions:

For the ten (10) ideas provided, please select no more than three (3) and check (✓) the appropriate grade levels and non-educational agency. If you have ideas for additional types of cooperative agreements, please list them under "OTHERS" at the bottom of the listing and check (✓) the appropriate grade levels and non-educational agency.

Type of Agreement	GRADE LEVEL Check (✓) One				NON-EDUCATIONAL AGENCY Check (✓) One		
	K-6	7-8	9-12	13-14	Bus.	Ind.	Labor
1. "Hands-on" experience							
2. Mock interview							
3. Career Day							
4. Field trip							
5. Equipment provision							
6. Tutoring help							
7. "Shadow Program"							
8. College Night							
9. Role models							
10. Advisory functions							
"OTHERS" 11.							
12.							
13.							
14.							

IDEAS FOR POTENTIAL COOPERATIVE AGREEMENTS

Instructions:

If you have an idea for a cooperative agreement, particularly if it would capitalize on the unique geographical or economic or resource characteristics of your community, describe that idea by responding to the following questions.

Respondent ______________________ Position ______________________

Mailing Address ____

______________________ Zip ____________ Telephone ____________

1. What circumstances or conditions generated the idea?

2. What would be the primary objectives of the program or activity fostered by the agreement, and what services would be rendered to the school(s)?

3. What outcomes of the agreement do you visualize, either in terms of student achievement or other ancillary benefits?

4. What problems, if any, may arise in implementing the agreement?

SCHOOL AND COMMUNITY CHARACTERISTICS

Instructions:

Please describe your school and community by answering the following questions:

School:

1. What is the total enrollment of your school district? ____________

2. How many student are enrolled in grades:
   K-6 ____________
   7-8 ____________
   9-12 ____________

3. If the district offers a vocational program, what skill or skills are taught, e.g., secretarial, automotive repair, house construction? ____

   ____

4. How many counselors (if any) are assigned to the senior high school? If less than one full-time, express as a percentage of assigned load. ____________

5. Graduates of the class of 1976 are:
   Employed ____________%
   Seeking Jobs ____________%
   In the Military Service ____________%
   Pursuing Further Education ____________%
   Other(s) ____________%
   (Please specify)
   ____
   ____

Community:

1. How many cities of 25,000 population or more (if any) are located in your county? ____________

2. What is the distance from your high school to the nearest city of 25,000 or more? ____________

3. What is the population of the community, town, or city which your school serves? ____________

4. What is the predominant business or industry of the region served by your district, e.g., agriculture, lumber, mining, etc.? ____________

5. How would you describe the full-time employment opportunities for your graduates within commuting distance?
   Scarce ____________
   Fair ____________
   Good ____________

Dr. Charles E. Weaver, Ph.D.
Project Director
Cooperative Rural Career Guidance System
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM
MINIQUESTIONNAIRE

Please check appropriate responses:

1. **Did you personally receive the National Survey of Cooperative Agreements mailed to your school last April?** ☐ Yes ☐ No

2. **The chief reason for not returning the survey was** ______________________

____

____

____

3. **Has any member of your staff developed a working relationship with business, industry, labor or a community organization?** ☐ Yes ☐ No

4. **If yes, may we describe this working relationship in a publication?** ☐ Yes ☐ No. **If your answer is "Yes" we will contact you again.**

____
Name *Title*

____
Address

____ ( ) –
City *State* *Zip* *Telephone*

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

Dear Counselor:

Last April we mailed a four-page questionnaire entitled "National Survey of Cooperative Agreements" to your school. The purpose was to discover the extent of cooperative relationships between industry, business, and/or labor and rural/small schools.

This Career Guidance study is a part of a research project between Northern Michigan University, Marquette, MI and The Center for Vocational Education, OSU, Columbus, OH. It is funded by USOE under the Vocational Education Amendments of 1968.

The miniquestionnaire attached is a follow-up to selected recipients of the survey. Please take a moment to give the appropriate responses on the tear-off card and mail it to us. We thank you for this help.

Charles E. Weaver, Ph.D.
Project Director

____
____
____
____

Dr. Charles E. Weaver, Ph.D.
Project Director
Cooperative Rural Career Guidance System
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

NORTHERN MICHIGAN UNIVERSITY
MARQUETTE, MICHIGAN 49855

Mailing Address: The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

TO: Selected Respondents to the National Survey of Cooperative Agreements

FROM: Charles Weaver, Ph.D., Project Director, Cooperative Rural Career Guidance System, Northern Michigan University, Marquette, Michigan

SUBJECT: Request for Additional Information

We are grateful for the information you provided on the National Survey of Cooperative Agreements mailed to you last April. We are writing to you again in the hope that you will provide us with some additional information. A separate enclosure identifies the information that we need.

If you prefer to provide this information by phone, please call us collect. Call your local telephone operator and ask her the procedure for calling Columbus, Ohio (614) 486-3655. Ask to speak to Joan Blank who will be summarizing the information you provide.

We greatly appreciate your continued help. Our target is to assist rural and/or small school youth in their career development and planning. Our ultimate goal is to prepare a publication listing ideas that you and/or other educators in your school system have found to work in developing working relationships with business, industry and/or labor representatives or establishments. You may be sure that before anything you submit is published we will send a copy of the material you provide to you for your concurrence along with a request form for your permission to print it.

We shall look forward to hearing from you in the very near future.

CEW/maf
9/21/77

Enclosures:
Additional Information Form
Self-addressed envelope

NATIONAL SURVEY OF COOPERATIVE AGREEMENTS

ADDITIONAL INFORMATION FORM

______________________ (name of school)

______________________ (your name)

State name of business, industry or labor organization with whom you have an agreement	State number of students involved	State length of released time per day or week per semester
NAME	NO. OF STUDENTS	TIME

Please specify any informal interaction (speakers, field trips, fund raising assistance, etc.) with local business, industry or labor organizations and name them.

Please provide any additional facts about this agreement on the reverse side of this page.

If you have any printed materials (district newsletter account of business cooperation with the vocational program, copy of standardized contract or agreement used by the school to place student, etc.) please send them to us. We will return any materials at your request.

NORTHERN MICHIGAN UNIVERSITY
MARQUETTE, MICHIGAN 49855

Mailing Address: The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

June 10, 1977

Dear State Department Staff Member:

Walt Stein or I enjoyed the chance to talk with you recently concerning the national guidance project to discover cooperative agreements between education and business, industry, or labor. In our conversations we agreed to send to you five things as follows:

1. A list of the schools in your state to which were sent a national survey instrument for describing a cooperative agreement currently in use in their schools. The names of the schools from whom we have received a reply have been checked.

2. Extra copies of the national survey instrument for you to use in contacting school personnel to request their help by completing and returning the survey instrument to us. You will note that on p. 1 there are four questions to complete concerning the formal or informal cooperative agreement; p. 2 lists six (6) areas for checking appropriate responses describing the agreement; p. 3 is optional but we hope additional ideas for cooperative agreements can be indicated; p. 4 contains completion items identifying school and community characteristics.

3. Return self-addressed envelopes.

4. Brochures describing the national project including a description of the "products" and the "expected benefits for rural guidance personnel".

5. A copy of the State Department of Education national survey form which we hope you will complete and return to us in the envelope provided.

It is our belief that we will be able to compile cooperative agreement practices in use in the U.S. that will directly benefit your guidance and career education programs to help students in your schools. The emphasis is upon assisting youth in rural/small schools but we believe that these cooperative agreements can be adapted for use to assist all students.

You can be sure that we appreciate your help and will look forward to receiving the returns from your state. Thanks so much for your good help!

Sincerely,

Charles E. Weaver, Ph.D.
Project Director
Cooperative Rural Career Guidance System

CEW/maf
Enclosures

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RESPONSES TO NATIONAL SURVEY OF COOPERATIVE AGREEMENTS

Group	No. Mailed	Replies	Potential Use
Business	33	2	1
Industry	31	6	1
Labor	69	7	4
State Departments	300	52 (26 states)	21
Post Secondary	300	80	53
Advisory Panel	49	5	2
Advisory Committee	7	1	—
Totals	789	153	82

Public School Response

Mailed from Michigan	2,586 3 6,758	**Returns:**	110
		Adequate	4
		Promising	23
		Poor-Fair	83
Second mailing to State Departments	300	**Returns:**	26
		Adequate	
		Promising	20
		Poor-Fair	6

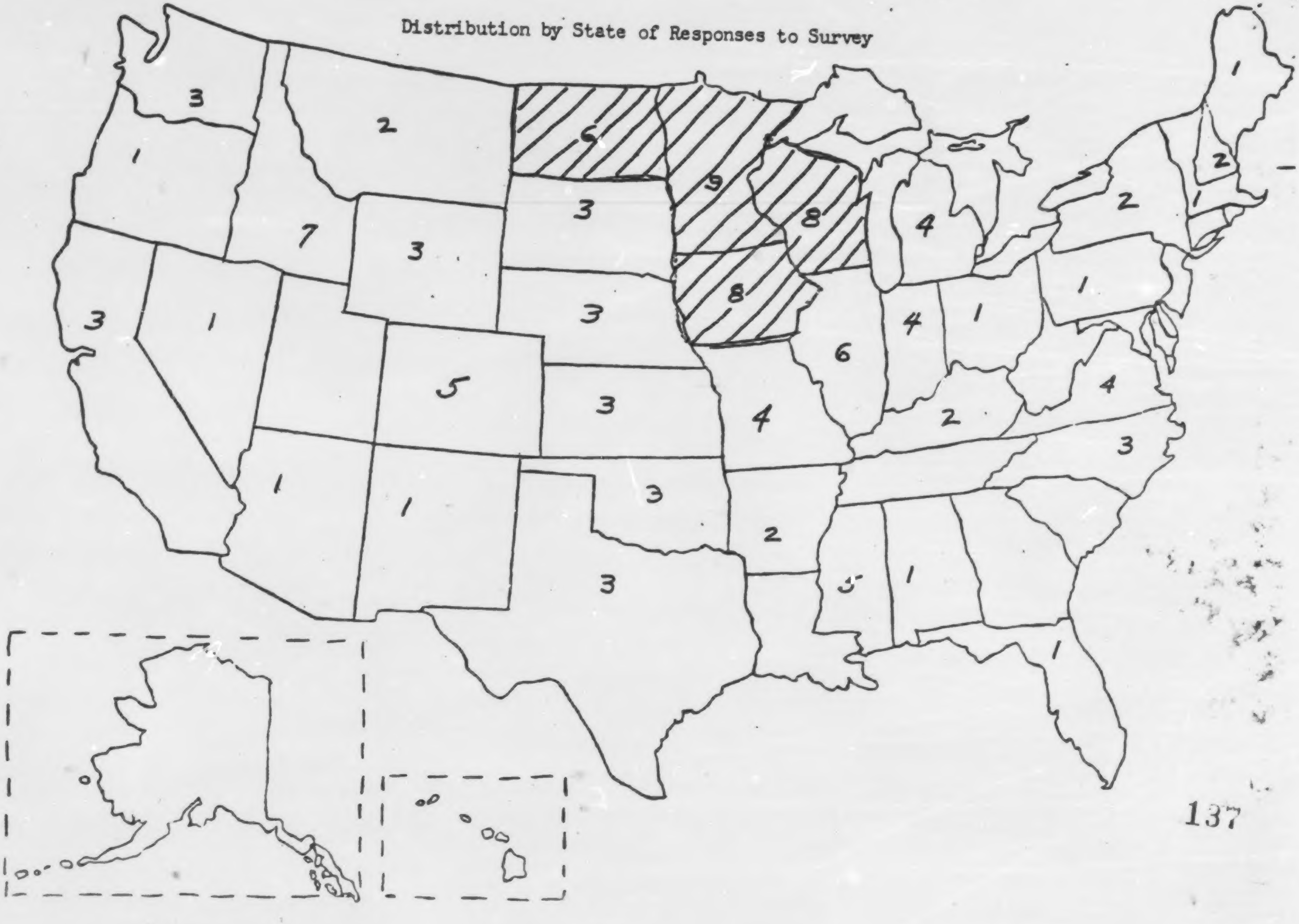
Recapitulation

Total Survey Instruments Mailed - 3,675

Total Returns - 289

Total With Potential Use - 129

CEW/maf
9/1/77


Distribution by State of Responses to Survey
3
2
6
9
1
1
2
7
3
3
8
4
2
1
3
1
3
8
6
4
1
1
5
3
4
4
3
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1
1
3
2
3
5
1
1

Figure 2

APPENDIX C

Materials Related to Dissemination of Project Products

- Newsletter Articles
- Brochures
- Comprehensive Mailing List
- Correspondence

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

Agreements for Career Guidance Programs

A Cooperative Rural Career Guidance System is being developed by a consortium between The Center for Vocational Education, The Ohio State University, and School of Education, Northern Michigan University. [illegible] sponsored by the United States Office of Education/Bureau of Occupational and Adult Education, Vocational Education Act of 1963 as amended. A wide variety of educational institutions, state departments of education, national association personnel and special consultants are also involved to provide credibility assurance to the quality and practicality of the developed product.

Rural schools, because of staff, funding, and isolation limitation often view the availability of cooperative linkages with business, industry and labor as limited because there is neither a wide variety of these organizations, nor many systematic procedures for cooperation available in the rural communities. The Cooperative Rural Career Guidance System attempts to provide both systematic procedures and means of involving business, industry and labor in the local community for use by rural educators.

PRODUCTS

The project will develop the following three major products to assist rural educational staff and community members in the development and implementation of improved cooperative relationships for career guidance program purposes.

1. Exemplary cooperative agreements now in existence nationwide.
2. Prototype agreements to assist secondary and post-secondary schools in innovating cooperative agreements between each other and business, industry, and labor.
3. Guidelines and installation procedures for the implementation of cooperative agreements.

The products will be reviewed periodically and approved by a national panel of experts in a representative cross section of rural business, industry, labor, secondary and post-secondary education and representation from national vocational youth groups.

EXPECTED BENEFITS FOR RURAL GUIDANCE PERSONNEL

1. *Proven specialized means of contacting* business, industry and labor with proposals for cooperative action in such areas as vocational education, resource speakers, guidance for minorities, the handicapped, work experience, placement and other career guidance activities;
2. *Suggested means of installing and implementing* cooperative career guidance agreements in the rural communities. Cautions concerning responsibilities, hazards, and liabilities which may be incurred in installing such agreements;
3. *Ready access* to a comprehensive compilation of exemplary cooperative career guidance agreements drawn from the entire nation;
4. *A means of writing* one's own cooperative agreements through reference to a set of prototype agreements reviewed and approved by a national panel of experts;
5. *A trained cadre* of state personnel to assist rural educators to develop and implement cooperative agreements for improved rural career guidance programs.

AVAILABILITY

The Cooperative Rural Career Guidance System will be completed by early 1978. Please complete and mail the coupon for further information.

NAME ______________________________

TITLE ______________________________

ORGANIZATION ______________________________

ADDRESS ______________________________

Please: ______________________________

☐ **Send development information on Cooperative Rural Career Guidance System.**

☐ **Contact me when products are completed.**

☐ **Put me on mailing list.**

☐ **Send information on existing Cooperative Rural Career Guidance Products.**

☐ **Other comments or requests:**

____

____

Communitywide Cooperative Efforts

BUSINESS
INDUSTRY
EDUCATION
LABOR

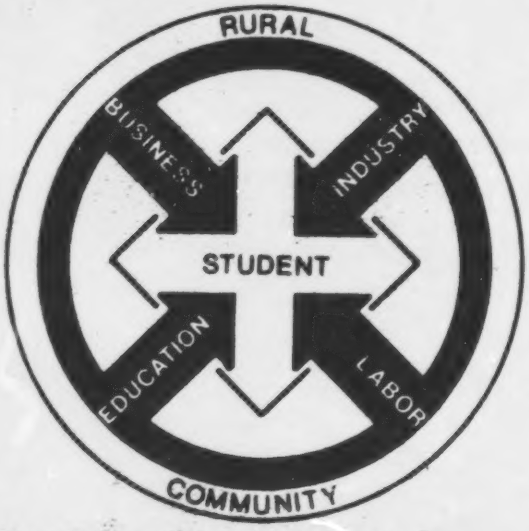
To Meet The Career Development Needs Of Youth And Adults

COOPERATIVE
RURAL
CAREER
GUIDANCE
SYSTEM

Charles Weaver, Project Director
Northern Michigan University
c/o The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

CAREERGUIDANCESYSTEMCOOPERATIVERURALCAREERGUIDANCES**COOPERATIVE RURAL CAREER GUIDANCE SYSTEM**

YSTEMCOOPERATIVERURALCAREERGUIDANCESYS



COOPERATIVERURALCAREERGUIDANCESYSTEMCOOPERATIVERUR**COOPERATIVE RURAL CAREER GUIDANCE SYSTEM**

ALCAREERGUIDANCESYSTEMCOOPERATIVERURAL

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

NORTHERN MICHIGAN UNIVERSITY
Marquette, Michigan

Centergram, OSU Center for Vocational Education Vol XI(II)
Columbus, Ohio: CVE Nov 1976

Cooperative Rural Career Guidance System

The Center for Vocational Education, in consortium with the Wisconsin Vocational Studies Center and Northern Michigan University, has developed a comprehensive career guidance, counseling, placement, and follow-through program for rural schools. This program is designed to facilitate the career development of rural youth by taking into account the unique characteristics of the rural home, school, and community. A new consortium has now been formed to evaluate the effectiveness of this program at secondary and post-secondary levels. The Center, Northern Michigan University, and The Ohio State Department of Education are conducting a limited field test of program materials which are designed to assist local school personnel in planning, implementing, and evaluating career guidance programs. The focus of the Cooperative Rural Career Guidance System is on forming cooperative agreements among post-secondary education institutions, secondary schools, and business, industry, and labor in order to design plans for implementing a comprehensive career guidance system. Special attention is given to business, labor, and industry linkages which can promote more effective career guidance program delivery.

Ten field test sites determined to be representative of rural America will be identified. Representatives from a post-secondary educational institution, at least one feeder secondary school, and business, industry, and labor will form a cooperative planning committee at each site. The Cooperative Rural Career Guidance System is designed to ultimately facilitate the career development of rural youth. The primary emphases of this system are to enhance students' self and interpersonal relations, facilitate their preparation for assuming interrelated life roles, and improve their career planning and decision-making skills.

For further information concerning this project, please contact Harry N. Drier, Project Director.

Five Research Training Programs Planned as Pre-sessions to AVA Convention

If you feel a need to sharpen your research skills, you will have an opportunity to do so in one of The Center's five research training programs conducted as pre-sessions to the 1976 AVA Convention. The pre-sessions will be held November 30-December 3, 1976 at the Shamrock Hilton Hotel, Houston, Texas, and are sponsored by EPDA funds through the U.S. Office of Education.

The five programs to be offered are:

- Proposal Writing and Project Planning
- Information Needs for Compliance with Vocational Education Legislation
- A Simulation Approach to Research and Evaluation in Vocational Education
- Survey Research Design and Instrumentation for Conducting Follow-Up Studies
- A Research Basis for Curriculum Development

Further information can be obtained by contacting Dan Koble or Mark Newton at The Center: (614) 486-3655.

Visit The Center While at the AVA Convention in Houston

The Center will sponsor a Visitors Room (see hotel directory in lobby for the room number) in the Hyatt Regency Hotel during the American Vocational Association Convention on December 4-7, 1976. We would like to have the opportunity to visit with you as well as meet prospective graduate research associates, senior professional staff, and persons interested in sabbatical appointments.

The Center's booths, numbers 227 and 229, are in the Exhibit area located in the Albert Thomas Convention Center. You are welcome to stop by and see our latest publications and products and learn of our new activities.

The Center is looking forward to seeing you at AVA.

Attachment 16

AVA Guidance Division Newsletter Article

RURAL GUIDANCE PROJECT EXPANDED

"Cooperative Rural Career Guidance System" for Northern Michigan University, Marquette, Michigan, is an outgrowth of a project emphasizing career guidance in rural schools. It is being developed in a consortium with The Center for Vocational Eudcation, Columbus, Ohio, and is being funded by USOE under the Vocational Education Act of 1963 as amended.

A major purpose of the project is to develop a national survey instrument and related materials for determining existing or potential cooperative agreements between business, industry, labor and education that facilitate movement of students in rural schools into jobs or on to post-secondary education.

The Cooperative Rural Career Guidance System will be completed by early 1978. Individuals desiring to be put on the mailing list to receive additional information concerning the project can direct their inquiries to:

Dr. Charles E. Weaver
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1960 Kenny Road
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CEW/rgs

AVA Journal Article

RURAL GUIDANCE PROGRAM: FIELD TESTING AND EXPANSION

Representatives of public schools, state universities, and the state department of education in Michigan met for a three-day workshop at Northern Michigan University, Marquette, Michigan, on February 20-22, 1977, to review sixteen (16) new publications that are part of the Rural America Series. These publications describe the Career Guidance, Counseling, Placement and Follow-through Program for Rural Schools. The workshop was planned and directed by Harry N. Drier, Jr., of the Center for Vocational Education at The Ohio State University, Columbus, Ohio. Drier served as Project Director for the above USOE-funded project under the Vocational Education Act of 1963 as amended. Assisting him in the presentations were Valija Axelrod, Graduate Research Associate at The Center for Vocational Education, and Charles E. Weaver, Project Director of the "Cooperative Rural Career Guidance System," for Northern Michigan University. This project is an outgrowth of the project emphasizing career guidance in rural schools.

The Cooperative Rural Career Guidance System is a new project and is also funded by USOE under the Vocational Education Act of 1963 as amended and is a consortium between The Center for Vocational Education and Northern Michigan University. The new project will field test the publications developed for the Rural America Series and will result in a program In-service Installation Guide plus a set of field test case studies. Northern Michigan University, under the direction of Charles Weaver, will develop a national survey instrument and related materials for determining existing or potential cooperative agreements between business, industry, labor and education that facilitate movement of students in rural schools into jobs or on to post-secondary education.

Expected benefits from the project for guidance personnel in rural and small schools will be:

1. A proven specialized means of contacting business, industry, labor, and post-secondary education to secure existing and potential proposals for cooperative agreements in such areas as vocational education, resource speakers, guidance for rural students, minorities, and the handicapped. Work-study, placement and many other career guidance activities are also covered;
2. A ready access to a comprehensive compilation of exemplary cooperative career guidance agreements drawn from the entire nation;
3. A means for writing one's own cooperative agreements through reference to a set of prototype agreements that have been approved by a national panel of advisers.

The Cooperative Rural Career Guidance System will be completed by early 1978. Individuals desiring to be put on the mailing list to receive additional information concerning the project can direct their inquiries to:

Dr. Charles E. Weaver, Project Director
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April 1977

by a basic skills diagnostic test, principally reading and mathematics. These instruments, although valid, do not necessarily predict student success in specific training programs or ultimate occupational success. Additionally, students often have very little valid information concerning the occupation they propose to pursue. Very often the environment of the occupation is not even a consideration in the student's selection process. These circumstances constitute false starts and delay students in reaching their ultimate occupational objective.

The objectives of this project are:

To develop a methodology for the student to experience (sample) the nature of instruction and the environment in a selected occupational area prior to enrollment in a specific occupational training program incident to ultimate employment in that occupation.

To apply the methodology developed in the objective one to six occupational areas by development of specific tasks and environmental conditions inherent in the occupation selected by the student.

To research currently existing instruments to discern student interest in occupations. To select or develop instruments adequate to discover prospective student interest for an occupation.

To apply the methodology developed under test or experimental conditions to a sample of prospective students.

To serve better placement of students in occupational training areas and subsequently in occupations according to the interests and aptitudes of the students as well as the areas in which the students have the best probability of success.

The project is conducted in five phases: (1) review and research of the literature relevant to this project, (2) development of simulated occupational learning and environmental conditions, (3) assembly of test package, (4) conduct of the job trials or work samples, and (5) evaluation.

As part of the research and development for this project, various evaluation instruments will be prepared for use by both students and instructors participating in this project. Evaluation from students will be used to indicate changes or validations of perceptions with respect to occupations chosen as a result of the experimental procedures. Evaluation from instructors will be used to assess each student's probability of success in both the occupational training program and subsequently in the occupation chosen.

For further information, write: James R. Wells, Director of Student Services, 1534 W. Sample St., South Bend, Indiana 46619.

Field Testing and Expansion for Rural Guidance Program

The Cooperative Rural Career Guidance System is a new project that is an outgrowth of the USOE-funded Career Guidance, Counseling, Placement and Follow-Through Program for Rural Schools (see December AVJ, page 12, "New Guidance Program Shows Concern for Rural Schools"). The new project, also funded by USOE, is a consortium between the Center for Vocational Education and Northern Michigan University. Charles Weaver is the project director.

Last February representatives of public schools, state universities, and the state department of education in Michigan met to review 16 new publications, part of the Rural America Series, that describe the Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. The Cooperative Rural Career Guidance System will field test the publications developed for the series and produce a program Inservice Installation Guide plus a set of field test case studies.

Under the leadership of Project Director Weaver, Northern Michigan University will develop a national survey instrument and related materials for determining existing or potential cooperative agreements between business, industry, labor, and education that facilitate movement of students in rural school into jobs or on to postsecondary edu[illegible]tion.

Expected benefits from the project for guidance personnel in rural and sma[illegible] schools will be:

1. A proven specialized means of contacting business, industry, labor, and postsecondary education to secure existing and potential proposals for cooperative agreements in such areas as vocational education, resource speak[illegible], guidance for rural students, minoriti[illegible] and the handicapped. Work-study, placement, and many other career guidance activities are also covered.

2. A ready access to a comprehen[illegible] compilation of exemplary cooperative career guidance agreements drawn fro[illegible] the entire nation.

3. A means for writing one's own cooperative agreements through reference to a set of prototype agreements that have been approved [illegible] a national panel of advisers.

The Cooperative Rural Career Guidance System will be completed [illegible] early 1978.

For more information, write: Char[illegible] W. Weaver, Project Director, Northern Michigan University, c/o the Center [illegible] Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210.

Share the Good News

Are there ongoing, innovative vocatio[illegible] programs in your school district or state? You can share the good news wit[illegible] your fellow educators by submitting Briefs about such programs to the Journal. Use the Briefs on these page[illegible] for guidance on style, length, and what to include. Be sure to give the name [illegible] address of a person who can supply more information to interested readers. Mail to Voc-Tech Briefs, AV Journal, 1510 H St., N.W., Washington, D.C. 20005.

Institute, Household Finance Corp. Chicago, Ill., delivered the keynote address, "The Marketplace in the Classroom." Robert F. Magee, Director of the U.S. Department of Commerce's Buffalo District, also participated in the conference which attracted a sizable audience from Western New York. Mrs. Clark also conducted a workshop on Personal Money Management. Information: Mrs. Joan C. Clark 716/854-1723.

--The National Rural Guidance Project gathers information on cooperative agreements (written, oral or otherwise) between business, industry, labor and various levels of education designed to improve career development for students in rural/small schools. A guide for rural schools to be published will contain: 1) proven specialized means of contacting business, industry, labor and post secondary education to establish cooperative agreements in vocational education, resource speakers, guidance for rural students, minorities and the handicapped; 2) A comprehensive compilation of exemplary cooperative career guidance agreements; 3) guidelines for writing cooperative agreements. You are invited to submit samples of your agreements. Information: Dr. Charles E. Weaver, Proj. Dir., No. Mich, Univ., c/o Center for Voc. Ed., Ohio State Univ., 1960 Kenny Rd., Columbus, OH 43210. 614/486-3655 ext 353.

--Understanding American Business/Career Education - The Center for Occupational Education at Jersey City State College and N.J. Bell developed a course on basic Economics and Career Education awareness, providing local teachers a basic understanding of business and industry related to career awareness. Based upon factual concepts, a working curriculum for a fifteen (15) week graduate course for in-service teachers is offered. Information: Mr. Daniel Sherwood. Prog., Sup., Center for Occup. Educ., Jersey City, State Col., Jersey City, NJ 07305.

--The Career Advisory Council of Elk Grove High School (EGHS) and the Elk Grove Association of Industry and Commerce continue to foster awareness and cooperation between the educational community and the business world. All EGHS teachers visited various businesses in October; in March business persons attended classes at EGHS. A second Business/Education Awareness Day for Fall, 1977 is planned. Other priorities include business intern programs, an Economic Education graduate course for teachers and practical mini classes for employees. Information: Mr. G. K. Ergang, EGHS, Elk Grove Village, IL 60007.

--"Awarding Credit for Extra-Institutional Learning" is the title of a new guidelines paper available from the American Council on Education. (ACE) "Extra-Institutional Learning" is that obtained from any source outside an accredited postsecondary educational institution. Information: Dr. Jerry Miller, Dir., Office on Educ. Credit, ACE, One Dupont Cir., Washington, DC. 20036. (ASTD Nat. Rep., 5/10/77)

--"The Big Challenge to Business and Education" - a brochure describes the role and function of The Business/Education Alliance (B/EA) for prospective industry participants in IE programs is available. Information: Ms. Ethel M. Toepel, Proj. Dir., B/EA 150 Mich. Ave., Detroit, MI 48226. 313/964-4000.

--In five years, 128 employees participated in Xerox Corp. Social Services Leave Programs. The program provides employees with full-pay leaves to

NATIONAL PROJECT INVOLVES WISCONSIN SCHOOLS

A total of 76 public schools in Wisconsin are included in a national survey to discover cooperative agreements between business, industry, labor and various levels of education designed to improve the career development of students enrolled in rural/small schools. This is one phase of a new USOE funded project entitled, "Cooperative Rural Career Guidance System" under the Vocational Education Act of 1963 as amended. The study is being made by Northern Michigan University, Marquette, Michigan, in consortium with The Center for Vocational Education at The Ohio State University, Columbus, Ohio. Dr. Charles E. Weaver is Project Director.

The national survey instrument consists of three sections. One is broken into a cooperative agreement classification checklist to identify the characteristics of each cooperative agreement that is described. Classifications are 1) Service(s) Provided; 2) Career Emphases; 3) Program Level(s); 4) Program Emphases; 5) Career Development Factors; and 6) Program Appraisal. Space has been provided for checking appropriate descriptors in each classification.

The second section allows for a narrative description of objectives, outcomes and problems related to the cooperative agreement.

In the third portion, opportunity is provided respondents to describe one or more ideas for cooperative agreements that they believe can assist rural/small school youth particularly if it will capitalize on the unique geographical, economic or resource characteristics of their own community. In addition, there is a checklist provided to indicate the appropriate grade level and the identification of business, industry and/or labor relationships to education for ten different types of cooperative agreements.

Expected benefits from the project for guidance personnel in rural and small schools will be:

1) A proven specialized means of contacting business, industry, labor, and postsecondary education to secure existing and potential proposals for cooperative agreements in such areas as vocational education, resource speakers, guidance for rural students, minorities, and the handicapped. Work-study, placement and many other career guidance activities are also covered.

2) A ready access to a comprehensive compliation of exemplary cooperative career guidance agreements drawn from the entire nation.

3) A means for writing one's own cooperative agreements through reference to a set of prototype agreements that have been approved by a national panel of advisers.

The Cooperative Rural Career Guidance System will be completed by early 1978. Individuals desiring to receive additional information concerning the project can direct their inquiries to:

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The Ohio State University
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6/10/77

"Rural Gleanings"
Summer 1977

RURAL GUIDANCE PROJECT IN THE UNITED STATES

A total of 3,375 national survey instruments to discover cooperative agreements between business, industry, labor and various levels of education designed to improve the career development of students in rural/small schools has been distributed. This is one phase of a new USOE funded project entitled, "Cooperative Rural Career Guidance System" under the Vocational Education Act of 1963 as amended. The study is being made by Northern Michigan University, Marquette, Michigan, in consortium with The Center for Vocational Education at The Ohio State University, Columbus, Ohio. Dr. Charles E. Weaver is Project Director.

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Columbus, Ohio 43210

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6/13/77

PROJECT NEARING COMPLETION

The Cooperative Rural Career Guidance System, an 18-month project sponsored by the United States Office of Education/Bureau of Occupational and Adult Education, is nearing completion. A major publication resulting from the project will be entitled, "Increasing Guidance Effectiveness through School-Community Cooperation."

The chief purpose of the project was to determine the extent of cooperative agreements (working relationships) between business, industry and labor with various levels of education. The project focused primarily upon agreements which were developed to assist in the career guidance of students in rural/small schools in the United States. Over 200 recent agreements have been summarized following an outline as follows: Circumstances, Objectives, Linkages, Process, Outcomes, and Evaluation. In addition to these summaries each agreement was described by the use of a quick reference system according to the following characteristics: Career Emphasis, Linkage, Services Provided, Field Experiences, Career Development Factors, and Placement. The agreements have also been grouped according to the identified grade or age level categories of: K-3, 4-6, Middle School, Misc. K-6, 7-9, 10-12, Miscellaneous K-12, 13-14, Adult and Teacher.

The authors of the publication envisage a resource that will be useful to educators at all levels, by representatives of business, industry and labor, as well as by governmental and community agencies. The project has been developed by a consortium between The Center for Vocational Education, The Ohio State University, and the School of Education, Northern Michigan University. Dr. Charles E. Weaver is the Project Director.

NATIONAL RURAL GUIDANCE PROJECT PROGRESSES

(BUSINESS, EDUCATION, INDUSTRY AND LABOR AGREEMENTS IN RURAL GUIDANCE)

A total of 3,375 national survey instruments to discover cooperative agreements between business, industry, labor and various levels of education designed to improve the career development of students in rural/small schools has been distributed. This is one phase of a new USOE funded project entitled, "Cooperative Rural Career Guidance System" under the Vocational Education Act of 1963 as amended. The study is being made by Northern Michigan University, Marquette, Michigan, in consortium with The Center for Vocational Education at The Ohio State University, Columbus, Ohio. Dr. Charles E. Weaver is Project Director.

The national survey instrument consists of three sections. One is broken into a cooperative agreement classification checklist to identify the characteristics of each cooperative agreement that is described. Classifications are 1) Service(s) Provided; 2) Career Emphases; 3) Program Level(s); 4) Program Emphases; 5) Career Development Factors; and 6) Program Appraisal. Space has been provided for checking appropriate descriptors in each classification.

The second section allows for a narrative description of objectives, outcomes and problems related to the cooperative agreement.

In the third portion, opportunity is provided respondents to describe one or more ideas for cooperative agreements that they believe can assist rural/small school youth particularly if it will capitalize on the unique geographical, economic or resource characteristics of their own community. In addition, there is a checklist provided to indicate the appropriate grade level and the identification of business, industry and/or labor relationships to education for ten different types of cooperative agreements.

Expected benefits from the project for guidance personnel in rural and small schools will be:

1) A proven specialized means of contacting business, industry, labor, and postsecondary education to secure existing and potential proposals for cooperative agreements in such areas as vocational education, resource speakers, guidance for rural students, minorities, and the handicapped. Work-study, placement and many other career guidance activities are also covered.

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The Cooperative Rural Career Guidance System will be completed by early 1978. Individuals desiring to receive additional information concerning the project can direct their inquiries to:

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5/24/77

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- National Advisory Committee
- National Advisory Panel
- Survey Recipients
- Follow-up Contacts
- Career Development Personnel in Ohio
- Roster of Requests for Information

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

January 1977

LIST OF CHIEF STATE SCHOOL OFFICERS

NOTE: In preparing letters, address the chief State school officer as "Honorable"--(Honorable Wayne Teague) and use as salutation "Dear Superintendent" or "Dear Commissioner," or "Dear Director" as indicated by his title--(Dear Superintendent Teague.)

Copies of general mailings to all chief State school officers should be sent to Dr. Byron W. Hansford, Executive Secretary, Council of Chief State School Officers, 1201 16th Street, NW., Washington, D.C. 20036.

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State Department of Education
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Honorable A. W. Ford
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Department of Education
Little Rock, Arkansas 72201

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State Department of Education
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State Department of Education
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State Department of Education
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Honorable Arthur L. Mallory
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State Department of Elementary and
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Office of the Superintendent of
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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Alabama   No. Rural/Small Schools 217

No. Participating Schools 72

Roster of Schools Participating

Addison School
Airton School
Akron Comm Sch
Alabama Inst for Deaf
Ashford Sch
Autaugaville HS
B B Comer Memorial Sch
Boykin Jr Sr HS
Brantley Sch
Bridgeport Jr Sr HS
Chambers Co Sch
Chelsea Sch
Cherokee Voc Sch
Cold Springs Sch
Colbert Heights Sch
Collinsville Jr Sr HS
Dallas County Sch
Danville Sch
Daviston Sch
Excel Sch
Falkville Sch
Faramount Sch
Fayetteville Sch
Galesville Sch
Geneva Co Sch
Geneva Sch
Goodwater Jr Sr HS
Goshen Sch
Highland Home Sch
Holly Pond Sch
John Essex Sch
Kate Duncan Smith Sch
Keith Sch
Lamar County Sch
Leroy Sch
Lipscomb School
Locust Fort Sch
Lowndes County Sch
Lyeffion Sch
Marengo Co Sch
Marengo Sch
Marion Co Jr Sr HS
Millport Sch
Mt Olive Sch
N Sand Mountain Sch
New Brockton Sch
Oakman Jr Sr HS
Paint Rock Valley Sch
Phil Campbell Sch
Phillips Sch
Pine Hill HS
Red Bay Sch
Red Level Sch
Reeltown Sch
St. Clair Co Sch
Russell Jr Sr HS
Samson Sch
S Macon Sch
Stevenson Jr Sr HS
Straughn Sch
T W Martin Sch
Tanner Sch
Thorsby Jr Sr HS
Tuskegee Sch
Weogufka Sch
W Jefferson Sch
W Limestone Sch
W Morgan Sch
White Plains Sch
Wicksburg Sch
Wilcox Co Sch
Winfield Sch

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Alaska No. Rural/Small Schools 40

No. Participating Schools 13

Roster of Schools Participating

Bethel Regional HS
Delta Junction Rural
Dillingham Jr Sr HS
Ft. Yukon Rural Jr Sr
McGrath Rural HS
Metlakatla Rural School
Ninilchik HS
Seldovia HS
Seward HS
Sitka HS
Unalaska HS
Valdez Sr HS
Wasilla HS

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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Arizona
No. Rural/Small Schools 46

No. Participating Schools 15

Roster of Schools Participating

Antelope Union HS
Apache Junction HS
Fayson HS
Florence HS
Fredonia HS
Ft Thomas HS
Ganado Teaching HS
McNary HS
Patagonia Jr HS
Round Valley HS
Sahuarita HS
Salome HS
Valley HS
Wickenburg HS
Willcox HS

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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Arkansas

No. Rural/Small Schools 276

No. Participating Schools 92

Roster of Schools Participating

Acorn Jr Sr HS
Alpena Jr Sr HS
Alread HS
Atkins Jr Sr HS
Banks Jr Sr HS
Barton Jr Sr HS
Biggers-Reyno Jr Sr
Bismarck HS
Black Rock Jr Sr HS
Bruno Jr Sr HS
Caddo Hills Jr Sr HS
Cale Jr Sr HS
Central Jr Sr HS
Charleston Jr Sr HS
Chidester Jr Sr HS
Cotter Jr Sr HS
Cotton Plant Jr Sr HS
County Line Jr Sr HS
Decatur Jr Sr HS
Deer Jr Sr HS
Delaplaine Jr Sr HS
Dover Jr Sr HS
Drew Central HS
Dyess Jr Sr HS
Evening Shade Jr Sr
Farmington Jr Sr HS
Flippin Jr Sr HS
Cenoa CHS
Centry Jr Sr HS
Grady Jr Sr HS
Gravette Jr Sr HS
Guy-Perkins Jr Sr HS
Hackett Jr Sr HS
Hampton Jr Sr HS
Hazen Jr Sr HS
Heber Springs Jr Sr HS
Hector Jr Sr HS
Horatio Jr Sr HS
Judsonia Jr Sr HS
Junction City Jr Sr
Kensett Jr Sr HS
Lake View Jr Sr HS
Lamar Jr Sr HS
Laneburg Central Jr
Lewisville Jr Sr HS
Lincoln Jr Sr HS
Leslie Jr Sr HS
Lincoln Jr Sr HS
Marion Sr HS
Marmaduke Jr Sr HS
Marshall Jr Sr HS
Melbourne Jr Sr HS
Mena HS
Mountainburg Jr Sr HS
Mt. Holly Jr Sr HS
Mt. Ida Jr Sr HS
Mt. Judea Jr Sr HS
Newark Jr Sr HS
Norfork Jr Sr HS
Norphlet Jr Sr HS
Okolona Jr Sr HS
Ola Jr Sr HS
Omaha Jr Sr HS
Oxford Jr Sr HS
Paron Jr Sr HS
Pea Ridge Jr Sr HS
Perry Casa Jr Sr HS
Portland Jr Sr HS
Pottsville Sr HS
Poughkeepsie Jr Sr HS
Rector Jr Sr HS
Rison Jr Sr HS
Rose Bud Jr Sr HS
St. Charles Jr Sr HS
St. Joe Jr Sr HS
Sequoya Tech HS
Shirley Jr Sr HS
Siloam Springs HS
Spring Hill Jr Sr HS
Sulphur Rock Jr Sr HS
Swifton Jr Sr HS
Taylor Jr Sr HS
Valley Springs Jr Sr
Valley View Jr Sr HS
Van Cove Jr Sr HS
Walker Jr Sr HS
Watson Jr Sr HS
Weiner Jr Sr HS
Wilmar Jr Sr HS
Wilmot Jr Sr HS
Wilson Jr Sr HS
Yellville-Summit Jr

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State California No. Rural/Small Schools 345

No. Participating Schools 115

Roster of Schools Participating

Abraxis HS
Allan F Daily Cont HS
Alpaugh Jr Sr HS
Amador Co HS
Apollo Cont
Aqua Caliente Cont
Baden Cont
Berkeley HS - East
Big Pine HS
Brea-Olinda Cont HS
Bret Harte HS
Brena Vista HS
Burney Jr Sr HS
Butte Valley HS
Calla HS
Calaveros Hill Cont
Chana Cont
Chaparral HS
Chester Jr Sr HS
Coleville HS
Colusa HS
Community Ctr HS
Continuation HS
Contra Costs Co Boys
Coronado Cont
Curt T Shery Cont
Cuyama Valley HS
Dewey Cont HS
Downiville HS
Duncan Holbert Spec
Eagle Mountain Oppor
Edison HS
El Escalon Cont
Elk Creek HS
Emery HS
Empire Cont
Estrelitta HS
Folsom Adult Represa
Fouts Springs Boys Sch
Fred C Miller Sch
Gateway HS
Guide Western Sch
Gustine HS
Hamilton HS
Heartland Cont
Hughson HS
Imperial HS
Imperial Cont
Independence Cont
Joseph Scott Bosy Sch
Julian Union HS
Juvenile Hall HS (Martinez)
Juvenile Hall HS (Santa Cruz)
Kings Canyon Cont
Kings Lake HS
La Cuesta Opportunity
Laguna HS
LaPalona Cont
LaPosada Jr Sr HS
Lee Vining HS
Leggett Valley HS
Lincoln Cont
Los Pinos HS
Lower Lake HS
Loyalton HS
Maclaren Hall Sch
Maple Cont HS
Marconi Tech Ctr
McNally HS
Mendocino Jr Sr HS
Metropolitan HS
Mohrland Cont
Moreno Valley HS
Mountain Empire HS
Mountain View Cont
Napa Cont HS
N Marin HS
N W Continuation HS
Nueva Vista HS
Nueva Vista Cont
Olympia Cont
O 139th St Spec Ed
Opportunity HS
Opportunity II HS
Orangewood Cont
Park Ave HS
Parlier HS
R K Lloyde HS
Rancho Del Campo HS
Redwood Cont
Renaissance Cont
Round Valley HS
Ruben Salazar HS
S Pasadena Cont
S Valley Cont
San Fafael Cont
Shandon HS
Sierra HS
Snedigar Cottage Sch
Somerset HS
South Fort HS
Sunset Cont
Tehachapi HS
Templeton HS
Tamales HS
Upper Lake HS
Valley Lindo Cont
Valley Cont
Valley View HS
Whitcomb Cont
White Rock HS
Williams Sr HS
Williamson Jr Sr HS
Willow Cont
Wilson Cont

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Colorado No. Rural/Small Schools 153

No. Participating Schools 51

Roster of Schools Participating

Anna C. Petteys School
Antonito Sr HS
Arapaho Undivided HS
Artickaree Jr Sr HS
Bethune Jr Sr HS
Branson HS
Briggsdale Undivided HS
Bucane Vista HS
Centennial HS
Center Undivided Jr
Cheraw HS
Custer Co Cons Jr Sr
De Beque Jr Sr HS
Deer Trail Undivided
Eaton HS
Edison HS
Elbert Jr Sr HS
Florence Sr HS
Ft Lupton HS
Genoa Jr Sr HS
Haxtun HS
Hayden Jr Sr HS
Highland HS
Ignacio Sr HS
Iliff HS
Julesburg HS
Lake Co HS
Lamar HS
Las Animas HS
Manitou Springs HS
Manzanola HS
McClave Jr Sr HS
Merina HS
Moffat Jr Sr HS
Norwood HS
Nucla Sr HS
Pawnee Undivided HS
Peetz Jr Sr HS
Peyton HS
Rangely Sr HS
Revere Undivided Jr
Sanford Sr HS
Sangre De Cristo HS
Sargent Jr Sr HS
Seibert Jr Sr HS
Strasburg Jr Sr HS
Stratton HS
Summit Jr Sr HS
Walsenburg Sr HS
Walsh Jr Sr HS
Weldon Valley Sr HS

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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Connecticut No. Rural/Small Schools 10

No. Participating Schools 3

Roster of Schools Participating

Cromwell HS
Granby Memorial HS
Special Services Sch

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Delaware No. Rural/Small Schools 4

No. Participating Schools 1

Roster of Schools Participating

Ferris School for Boys

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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Florida No. Rural/Small Schools 46

No. Participating Schools 15

Roster of Schools Participating

Allentown HS
Altha Sch
Baker Sch
Chiefland Sch
Coral Shores Sch
Everglades Sch
Graceville Sch
Grand Ridge Sch
Greenwood Jr Sr HS
Malone Sch
Moore Haven Sch
Munson HS
Trenton Jr Sr HS
Union Co HS
Wewahitchka Jr Sr HS

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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Georgia No. Rural/Small Schools 90

No. Participating Schools 30

Roster of Schools Participating

Armuchee HS
Atkinson Co HS
Attapulgus Mt Moriah
Calhoun HS
Cass HS
Cave Spring Jr Sr HS
Dawson Co Jr Sr HS
Doerun Jr Sr HS
Duluth Sr HS
Forsyth Consol HS
Glenville HS
Hogansville HS
Jackson Co El & HS
Mary Person Jr Sr HS
Metter HS
Plains HS
Portal HS
Quitman Co Jr Sr HS
Rabun Gap HS
St George Cons Sch
Stewart Co Sch
Stockbridge HS
Taliaferro HS
Toombs Central Sch
Towns County Jr Sr HS
Trion Sr HS
Westside HS
Whigham HS - El Gr Sch
Woodbury HS
Woody Gap HS

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Hawaii , No. Rural/Small Schools 8

No. Participating Schools 3

Roster of Schools Participating

Kohala Elementary and HS
Lanai El & HS
Pahoa Intermed & HS

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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Idaho No. Rural/Small Schools 92

No. Participating Schools 31

Roster of Schools Participating

Bear Lake Sr HS
Butte Sr HS
Camas Co HS
Cambridge Jr Sr HS
Council Jr Sr HS
Culdesac Sch
Deary HS
Elk River Sch
Filer HS
Firth Sr HS
Grangeville HS
Hagerman Jr Sr HS
Lakeland HS
Lapwai Jr Sr HS
Leadore Sch
Melba Jr Sr HS
Middletown HS
Midvale HS
Nezperce HS
Notus HS
Oakley Jr Sr HS
Raft River Jr Sr HS
Richfield HS
Rimrock Sr HS
Ririe Jr Sr HS
Soda Springs HS
St Maries HS
Sugar-Salem Jr Sr HS
Wendell Jr Sr HS
Wilder Jr Sr HS
Wood River HS

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Illinois

No. Rural/Small Schools 375

No. Participating Schools 125

Roster of Schools Participating

ABL Broadlands HS
Alden-Hebron Jr Sr HS
Annawan HS
Arcola HS
Argenta-Oreana HS
Athens HS
Atkinson Jr Sr HS
Atwood-Hammond HS
Barry Sr HS
Beason HS
Beecher City Jr Sr HS
Bluffs Comm Unit Sch
Bridgeport HS
Brimfield HS
Bushnell-Prairie HS
Byron Jr Sr HS
Cahokia Cons Sch
Carterville HS
Carthage HS
Catlin HS
Cave In Rock HS
Central Comm HS
Chenda HS
Chester HS
Christopher Comm HS
Chrisman HS
Coulterville El & HS
Cowden Herrick HS
Craf Orchard HS
Deer Creek-Mackinaw
Deland-Weldon HS
Delavan HS
Dwight HS
East Pike HS & Milto
Earville Jr Sr HS
Edwards County Sr HS
Elmwood HS
Elverado HS
Enfield HS
Flanagan HS
Forman HS
Forrest-Straw Cons
Gardner - S Wilmington
Georgetown HS
Gibson City HS
Grayville HS
Green Valley Comm HS
Freenfield Sr HS
Havana HS
Henry-Senachwine Comm
Heyworth HS
Industry El & HS
Jamaica Cons HS
Johnson City HS
La Harpe HS
Leaf River El & HS
Lebanon HS
Leland HS
Leroy Sr HS
Livingston HS
Lostant Comm HS
Lovejoy El & HS
Manlius Comm HS
Manteno Sr HS
Marissa HS
Melvin-Sibley Jr Sr
Meredosia HS
Mid-County Sr HS
Moweaqua HS
Mt Auburn HS
Mt Carroll HS
Mt Olive HS
Nauvoo-Colusa Jr Sr
Neoga HS
New Athens HS
Norris City-Omaha HS
Northwestern HS
Northwestern Comm
Ohio Comm HS
Okawville Comm HS
Onarga Jr Sr HS
Pearl City HS
Pecatonica HS
Peoria Heights HS
Pleasant Plains
Polo HS
Pope Co HS
Porta HS
Reddick HS
Reed Custer Twp HS
Richard-Burton HS
Rochester HS
Roseville HS
Rosiclare HS
St Francisville Unit
Savanna HS
Saybrook-Arrowsmith
Scales Mound Comm
Seymour HS
Shawneetown Jr Sr HS
Sheldon HS
Somonauk Sr HS
Stratford Sch
Sullivan HS
Sumner HS
Tamaroa HS
Tonica HS
Toulon HS
Tower Hill HS
Valley Sr HS
Valmeyer El & HS
Vandalia HS
W Richland HS
Walnut Comm HS
Waltonville HS
Wapella HS
Webber Twp HS
Wellington HS
Wenona Comm Unit Sch
Williamsfield Mid
Williamsville HS
Winchester HS
Wyanet HS
Wyoming Comm HS
Yates City Sch

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Indiana

No. Rural/Small Schools 106

No. Participating Schools 35

Roster of Schools Participating

Aurora HS
Austin HS
Barr Reeve HS
Central Noble HS
Clay City Jr Sr HS
Cloverdale HS
Dunkirk HS
Eminence Const Sch
English El & HS
Granville Wells Sch
Hamilton Comm HS
Haubstadt El & HS
Indiana State Laboratory
Heritage Hills HS So
Kouts Jr Sr HS
L & M El & HS
Mentone HS
Marengo El & HS
Milltown El & HS
N Vermillion HS
N White HS
Needmore El & HS
Otwell Jr Sr HS
Owensville El & HS
Pennville Sch
Shakamak HS
Shawswick El & HS
Shoals Comm HS
Tecumseh HS
Tunnelton El & HS
Turkey Run HS
Union Jr SR HS
Williamsport El & HS
Winslow HS
William W Borden HS

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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Iowa

No. Rural/Small Schools 372

No. Participating Schools 124

Roster of Schools Participating

Alden Community HS
Allison-Bristow HS
Alta Jr Sr HS
Armstrong HS
Arnolds Park HS
Aurelia HS
Bedford Comm HS
Bennett Jr Sr HS
Bellevue HS
Booth Mem Hsptl Spec
Boyden-Hull HS
Bridgewater-Fontanel
Britt Secondary Sch
Camanche HS
Cardinal HS
Carroll HS
Central HS
Central Jr Sr HS
Central Lyon Sr HS
Clarksville HS
Clearfield HS
Collins Jr Sr HS
Corwith-Wesley HS
Crestland Jr Sr HS
Dallas HS
Diagonal Jr Sr HS
Dow City Arion HS
Dumont HS
Dunlap Jr Sr HS
Durant HS
Dysart-Geneseo HS
Eagle Grove HS
Earlham Jr Sr HS
Eldora Jr Sr HS
Essex Jr Sr HS
Floyd Valley HS
Fonda HS
Fremont HS
Garner-Hayfield HS
Garwin Jr Sr HS
Gladbreak HS
Grand Comm Jr Sr HS
Grand Junction HS
Grand Valley Jr Sr HS
Green Mountain Jr Sr
Greenfield HS
Harmony HS
Harris-Lake Park HS
Hartley HS
Hinton HS
Humboldt HS
Ida Grove Sr HS
Kanawha Jr Sr HS
Kee Jr Sr HS
Keota HS
Lamoni Jr Sr HS
Laurens HS
Lawton HS
Lohrville HS
Lone Tree Jr Sr HS
Lost Mation Jr Sr HS
Madrid HS
Mallard HS
Marvern Sr HS
Marathon HS
Marcus Comm HS
Martensdale-St Marys
Mid-Prairie HS
Midland Comm HS
Miles Jr Sr HS
Morning Sun HS
Moulton-Udell Jr Sr
Mt Ayr HS
N Tama HS
N Winneshiek Jr Sr HS
Nashua Jr Sr HS
New Monroe HS
Nisha Valley Jr Sr HS
North HS
Ogden HS
Orient-Macksburg HS
Paulina HS
Pekin Comm HS
Plainfield Jr Sr HS
Preston HS
Primghar HS
Radcliffe HS
Rembranat HS
Rock Valley HS
Rockford Sr HS
Rockwell-Swaledale HS
S Winneshiek Sr HS
Sabula HS
Sanborn Jr Sr HS
Semour HS
Sergeant Blf-Luton Jr
Sheffield-Chapin HS
Sigourney HS
Sioux Ctr HS
Sioux Rapids HS
Starmont HS
Steamboat Rock HS
Stanton HS
Sumner HS
Sutherland HS
Swea City Jr Sr HS
Terrill Jr Sr HS
Tiffin HS
Underwood HS
Union-Whitten HS
United Comm Jr Sr HS
W Branch HS
W Burlington HS
W Sioux HS
Waco HS
Wall Lake HS
Wellsburg Jr Sr HS
West Bend HS
Westfield HS
Wheatland HS
Wilton HS
Winfield-Mt Un Jr [illegible]r
Woodbury Central HS
Woodward Granger HS

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Kansas

No. Rural/Small Schools 312

No. Participating Schools 104

Roster of Schools Participating

Anthony HS
Attica HS
Atwood HS
Bazine HS
Belle Plaine HS
Belleville HS
Bogue HS
Boys Industrial HS
Brewster HS
Caldwell HS
Caney Sr HS
Conton-Galva HS
Chase HS
Cheney HS
Circle HS
Claflin HS
Clearwater HS
Colony HS-Crest
Cottonwood Falls HS
Council Grove HS
Courtland HS
Dorrance HS
Douglass HS
Downs HS
Effingham HS
Elwood HS
Ensign HS
Erie HS
Fowler HS
Frankfort HS
Frederic Remington H
Glasco HS
Goessel HS
Gorham HS
Hanover HS
Hardtner Jr Sr HS
Haven HS
Hesston HS
Hiawatha HS
Highland HS
Holyrood HS
Hope HS
Hoyt HS
Innman HS
Iola HS
Jamestown HS
Johnson HS
Kendall HS
Kingman HS
Kingsley HS
Lebanon HS
Lego HS
Lenora HS
Linwood HS
Little River HS
Logan HS
Macksville HS
Madison HS
Maize HS
McDonald HS
McLouth HS
Meade HS
Minneapolis HS
Minneola HS
Montezuma HS
Mulvane HS
Morrowville HS
Nashville Zenda HS
Oakley HS
Olpe HS
Onaga HS
Oswego HS
Otis Bison HS
Overbrook HS
Peabody HS
Perry HS
Phillipsburg HS
Prairie View Sr HS
Protection HS
Quenemo HS
Quinter Jr Sr HS
Rose Hill HS
Rossville HS
S Haven HS
St Francis HS
Seneca HS
Sharon HS
Silver Lake HS
Special Educ Jr Sr H
Spring Hill HS
Sterling HS
Stockton HS
Tescott HS
Thayer HS
Tonganoxie HS
Utica HS
Valley Center HS
Valley Falls HS
Washington HS
Wathena HS
Wellsville Sr HS
Williamsburg HS
Wilson HS
Yates Center HS

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Kentucky   No. Rural/Small Schools 151

No. Participating Schools 50

Roster of Schools Participating

- Allen Co Ext Ctr
- Austin Tracy HS
- Barbourville HS
- Beechwood HS
- Buckhorn HS
- Burnside HS
- Caneyville HS
- Clarkson HS
- Clinton Co Ext Ctr
- Corbin HS
- Cordia HS
- Cumerland Co HS
- Deming HS
- Dorton HS
- Eminence HS
- Eubank HS
- Ft Campbell HS
- Frankfort HS
- Franklin Co Ext Ctr
- Frederick Fraize HS
- Frenchburg Boys Voc
- Greenup HS
- Greenville HS
- Harlan HS
- Harrodsburg Ext Ctr
- Hiseville HS
- Jenkins HS
- Kentucky HS for Deaf
- Lowes HS
- Lynch HS
- Lynn Camp HS
- Menifee Co HS
- Model Lab HS
- Monticello HS
- Mt Sterling HS
- Paris HS
- Park City HS
- Phelps HS
- Russell Co Ext Ctr
- Russellville HS
- S Hopkins HS
- Shelby Co Ext Ctr
- Stanford HS
- Symsonia HS
- Tolleysboro HS
- W Hopkins HS
- Walton-Verona HS
- Wayne Co Ext Ctr
- Western HS

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Louisiana No. Rural/Small Schools 220

No. Participating Schools 73

Roster of Schools Participating

All Saints Sch
Albany HS
Athens HS
Baskin Sch
Bayou Chicot Sch
Boothville Venice Sch
Buras Sch
Calhoun Jr Sr HS
Central Sch (Dubberly)
Central Sch (Jonesville)
Converse Sch
Cotton Valley
Dodson Sch
Downsville Sch
Doyle Sch
Edgard Sch
Elizabeth Sch
Eon Sch
Fenton Sch
Florien Sch
Forest Sch
French Settlement Sch
Gateway Sch #1
Gibsland-Coleman HS
Grand Lake Sch
Grand Prairie Sch
Gueydan Sch
Haynesville HS
Henry Sch
Hessmer Sch
Hicks Sch
Homer HS
Independence
Iota El & HS
Iowa HS
Lasalle HS
Lawtell HS
Leonville HS
Mansura Sch
Many HS

McCall Sr HS
Meaux Sch
Melville HS
Morrow HS
Mt Hermon
Negreet Sch
Pecan Island Sch
Pelican Sch
Phoenix Sch
Plainsance Sch
Plaucheville Sch
Pleasant Hill Sch
Wuitman Sch
Rapides HS
Reeves Sch
Romeville Sch - Boys D
Saline Sch
Sarepta Sch
Sicily Island HS
Sikes Sch
Simpson Sch
S Cameron HS
Starks Sch
Start Sch
Sterlington HS
Upper Pt Coupee Batchelor Sch
Upper Pt Innis Sch
Vidrine Rch
Vinton HS
Walker HS
Winnfield Sr HS
Winnsbora HS
Wisner HS

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Maine No. Rural/Small Schools 57

No. Participating Schools 19

Roster of Schools Participating

Carrabee HS
Central HS
Dexter HS
Dirigo HS
Hall-Dale HS
Jay HS
Jonesport-Beals HS
Lincoln-Vinalhaven S
Mattanacook Acad
Mexico HS
Mt Abram HS
N Haven HS
Pembroke Cons Sch
Penquis Valley HS
Piscataquis Comm HS
Searsport HS
Washburn Dist HS
Wells Jr Sr HS
Wiscasset HS

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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Maryland

No. Rural/Small Schools 26

No. Participating Schools 9

Roster of Schools Participating

Dundalk Reg Voc Ctr
Edgar Allan Poe Jr S
Howard Vo-Tech Ctr
Jane Addams Voc Sch
Mark Twain Sch
Mt Savage El & HS
St Marys Co Tech Ctr
Talbot Co Voc Tech
Woodrow Wilson HS

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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Massachusetts No. Rural/Small Schools 51

No. Participating Schools 17

Roster of Schools Participating

Chatham HS
Douglas Memorial HS
Gateway Reg Jr Sr HS
Girls HS
Hopedale Jr Sr HS
Hubbardston Ctr Sch
Junior Voc Tech Sch
Leicester HS
Littleton HS
Marthas Vineyard Reg
Massachusetts Hospital
Medford Voc HS
Norfolk Co Agr HS
Salem Voc HS
S Shore Voc Tech HS
Waltham Voc HS
Westfield Voc HS

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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Michigan No. Rural/Small Schools 169

No. Participating Schools 56

Roster of Schools Participating

A D Johnston HS
Aero Mechanics Sch
Akron Fairgrove HS
Alternative Educ Ctr
Au Gres Sims HS
Baldwin City HS
Baldwin Twp HS
Bendle Sr HS
Bergland HS
Bloomingdale HS
Buckley Community HS
Caledonia HS
Carney & Nadeau Sch
Carsonville Comm HS
Climax Scotts HS
Coleman HS
Dollar Bay HS
Dow World of Work HS
Dryden Community HS
Eben High Vch
Elk Rapids HS
Engadine HS
Fowler HS
Frankfort HS
Goodrich HS
Grass Lake Jr Sr HS
Hale Area HS
Kingston HS
Lake City HS
Lake Linden Hubbell
Mackinaw Island Elem
Marcellus HS
Marion HS
Marta Jardon Voc Sch
Mio Ausable HS
Muskegon Co Sec
N Adams JHS
Orekama Consol High
Orthopedic Sch
Owen Gage HS
Parks Sch 7 12
Peck Community Sch
Pellston HS
Pittsford Rural Ag H
Port Hope Elem
Rapid River HS
Ravenna HS
Rock Jr Sr HS
Springfield HS
Springport HS
Street Academy
Summerfield HS
Watersmeet Twp HS
Watervliet HS
Webberville Community
Whitefish Twp No 16

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Minnesota No. Rural/Small Schools 292

No. Participating Schools 97

Roster of Schools Participating

Adams HS
Adrian HS
Akeley Jr Sr HS
Ashby HS
Askov HS
Atwater Jr Sr HS
Battle Lake HS
Baudette HS
Beardsley HS
Bertha Hewitt HS
Bigford Jr Sr HS
Bird Island HS
Biwabik HS
Bricelyn HS
Brooten HS
Browns Valley HS
Butterfield - Odin HS
Career Study Ctr
Carlton HS
Central HS
Cherry HS
Claremont HS
Clarissa HS
Clarkfield Jr Sr HS
Cook County HS
Cook HS
Cosmos HS
Deer Creek HS
Delavan HS
Dilworth HS
Elbow Lake Jr Sr HS
Elgin-Millville HS
Elkton Jr Sr HS
Evansville HS
Fairfax HS
Fertile-Beltrami HS
Fulda HS
Gary HS
Gaylord HS
Goodridge HS
Graceville HS
Granada-Huntley HS
Hancock HS
Harmony HS
Hawley HS
Hill City 4 Yr HS
Hills HS
Hinckley HS
Janesville HS
Jasper HS
Karlstad HS
Kimball HS
Lake Benton HS
Lake Crystal HS
LeRoy HS
Lester Prairie HS
Lindstrom Sr HS
Mahtomedi Sr HS
Mapleton HS
Marietta HS
Maynard HS
Meadowlands HS
Middle River HS
Milaca Sr HS
Milan HS
Milroy HS
Morristown HS
Morton HS
Motley HS
Murdock HS
Nashwauk HS
Nevis Jr Sr HS
Open Sch
Orr HS
Oslo HS
Pine Island HS
Pine River Jr Sr HS
Plummer HS
Preston HS
Red Lake Falls Jr Sr
Royalton HS
Rush City Jr Sr HS
Sanborn HS
Sartell HS
Silver Lake HS
Spring Grove Jr Sr HS
Taylors Falls HS
Tower Sr HS
Upsala HS
Verdi 4 Yr HS
Verndale HS
Warroad HS
Willmar State Hsptl
Willow River HS
Wilson Campus El Sch

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Mississippi No. Rural/Small Schools 169

No. Participating Schools 55

Roster of Schools Participating

Aberdeen Voc Tech Ctr
Belmont HS
Benton Attendance
Bentonia Attendance
Burnsville Sch
Caledonia Attendance
Calhoun City Sch
Carthage Sch
Coffeeville Sch
Collins HS
Copiah Lincoln AHS
District #1 HS
Duck Hill HS
Enterprise Sch
Ethel Attendance Ctr
Greenville Voc Tech
Hamilton Sch
Hatley Sch
Henry Weathers Jr Sr
Hickory Flats School
Ingomar Attendance Ctr
Jefferson Davis Voc
Jumpertown Sch
Kossuth Sch
Louisville Voc Campl
Madison Vo Voc Compl
Madison-Ridgeland Sr
Mantachie Sch
Marion Co Voc Compl
Mathiston Attendance
Mooreville Sch
Motley Sch
N Belden Sch
Mt Olive Sch
New Hebron Attendance
New Site Sch
Pelahatchie Sch
Pine Grove Sch
Pisgah Sch
Runnelstown Sch
Salem Sch
Saltillo Sch
Seminary Sch
Shannon Sch
Shaw Sch
Tchula Attendance
Taylorsville Sch
Terry Sch
Vancleave Sch
Vardaman Sch
Velma Jackson Sch
Vocational Complex S
Wheeler Sch
Williams Winans Jr Sr
Woodland Sch

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Missouri No. Rural/Small Schools 342

No. Participating Schools 114

Roster of Schools Participating

Amsterdam HS
Appleton City HS
Archie HS
Barnard HS
Bell City HS
Belle HS
Bland HS
Bloomfield HS
Blue Eye HS
Brashear HS
Braymer Jr Sr HS
Breckenridge HS
Bryant HS
Bunceton HS
Bunker Jr Sr HS
Burlington Junction
Calhoun HS
Callao HS
Campbell HS
Centralia HS
Chadwick HS
Clopton Sr HS
Coffey HS
Conception Junction
Crocker HS
Crystal City HS
Dadeville Jr Sr HS
Dixon HS
Doniphan HS
Dora Jr Sr HS
Elsberry HS
Eminence HS
Faucett HS
Fayette HS
Fillmore HS
Glasgow HS
Golden City HS
Gorin HS
Grain Valley HS
Greenfield HS
Greenville HS
Hale HS
Hartville HS
Hermann HS
Hermitage HS
Houston HS
Humansville HS
Jackson Co Sr HS
Jameson HS
King City Sr HS
Kingsville Sr HS
Kinlock HS
Lathrop Sr HS
Lawson HS
Leadwood Sr HS
Lilbourn Sr HS
Lincoln Opportunity
Lincoln Sr HS
Macks Creek HS
Macon HS
Mark Twin Sr HS
Marquand Sr HS
Martinsville Sr HS
Matthews Sr HS
Milan Sr HS
Miller Sr HS
Mokane HS
Myrtle Sr HS
Naylor HS
Newburg Sr HS
Newton-Harris Sr HS
N Shelby HS
Northwest HS
Oak Ridge Sr HS
Oran HS
Oregon HS
Paris HS
Parma HS
Patton HS
Pattonsburg Sr HS
Plato Sr HS
Pleasant Hope HS
Polo HS
Prairie Home Sr HS
Reeds Spring HS
Revere HS
Russelville HS
Sheldon HS
Sheridan Jr Sr HS
Silex HS
S Grand Work Study C
South Iron HS
S Shelby HS
Sparta HS
Stanberry HS
Steele HS
Strafford HS
Sturgeon HS
Summersville HS
Trenton R-9 Sr HS
Tri-County HS
Triway Sr HS
Verona Sr HS
Versailles HS
Viburnum Jr Sr HS
Warsaw HS
Washburn HS
Weaubleau HS
Wheaton HS
Wheeling HS
Windsor HS
Woodland Sr HS
Zalma Jr Sr HS

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Montana No. Rural/Small Schools 149

No. Participating Schools 50

Roster of Schools Participating

Bainville HS
Baker HS
Belfry HS
Bridger HS
Broadview HS
Broadwater Co HS
Chester HS
Choteau HS
Clyde Park HS
Culbertson HS
Custer HS
Cut Bank HS
Edgar HS
Fairfield HS
Froid HS
Fromberg HS
Ft Benton HS
Granite HS
Grass Range HS
Hardin HS
Hobson HS
Hot Springs HS
Huntley Project HS
Lambert HS
Laurel HS
Lavina HS
Madison Valley Cons
Melstone HS
Moore HS
Nashua HS
Plentywood HS
Plevna HS
Polson HS
Richey HS
Roberts HS
Ronan HS
Savage HS
Scobey HS
Seely Swan HS
St Regis HS
Stanford HS
St Ignatius HS
Troy HS
Twin Bridges HS
Valier HS
Victor HS
W Yellowstone HS
Willow Creek HS
Wilsall HS
Winifred HS

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Nebraska No. Rural/Small Schools 307

No. Participating Schools 102

Roster of Schools Participating

- Adams HS
- Ainsworth Jr Sr HS
- Albion HS
- Arcadia HS
- Arlington HS
- Arnold Jr Sr HS
- Barneston HS
- Bartley HS
- Battle Creek HS
- Bennington HS
- Bertrand Jr Sr HS
- Brule HS
- Burwell Jr Sr HS
- Bushnell HS
- Central City HS
- Clarkson Jr Sr HS
- Clay Center HS
- Celarwater HS
- Crofton HS
- Culbertson HS
- Dalton Jr Sr HS
- Diller HS
- Dix HS
- Dodge HS
- Elba HS
- Elkhorn HS
- Elm Creek HS
- Fairmont HS
- Falls City Sr HS
- Farnam Jr Sr HS
- Geneva Jr Sr HS
- Geneva North HS
- Gretna HS
- Guide Rock HS
- Gurley HS
- Halsey HS
- Hayes Co HS
- Hebron Jr Sr HS
- Hemingford Jr Sr HS
- Henderson HS
- Howells Sr HS
- Humboldt HS
- Humphrey HS
- Individualized Study (South 24th St)
- Individualized Study (6031 Binney)
- Lawrence HS
- Leigh Comm Jr Sr HS
- Lewellen Rural HS
- Loup Co HS
- Coup City HS
- Lyman HS
- McCool Junction HS
- McPherson Co HS at T
- Mead HS
- Minden HS
- Mitchell HS
- Morrill Jr Sr HS
- Mullen HS
- Neligh Jr Sr HS
- Nelson HS
- Newman Grove HS
- Newcastle HS
- Occupational Education
- Ogallala HS
- Orchard HS
- Osceola HS
- Osmond Comm HS
- Overton Jr Sr HS
- Palmyra HS
- Perkins Co HS
- Petersburg HS
- Pierce HS
- Prague Jr Sr HS
- Ravenna HS
- Raymond Jr Sr HS
- Red Cloud HS
- Red Willow HS
- Roseland Jr Sr HS
- Ruskin HS
- Shickley HS
- Sidney Sr HS
- Silver Creek HS
- Stamford HS
- Stanton HS
- Stapleton HS
- Superior HS
- Sutherland Jr Sr HS
- Sutton Jr Sr HS
- Tilden HS
- Tri-County Jr Sr HS
- Trumbull HS
- Utica Jr Sr HS
- Valentine Jr Sr HS
- Wakefield Jr Sr HS
- Wallace HS
- Wahoo HS
- Wheeler Central HS
- Wilber HS
- Wilcox HS
- Wilsonville HS
- Wolbach HS

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Nevada

No. Rural/Small Schools 26

No. Participating Schools 9

Roster of Schools Participating

Albert M Lowry HS
Battle Mountain Jr Sr
Gabbs HS
Incline Jr Sr HS
Indian Spring Jr Sr
Nevada Girls Trg Ctr
Pahranagot Valley HS
Pershing Co Jr Sr HS
Wells Jr Sr HS

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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State New Hampshire

No. Rural/Small Schools 32

No. Participating Schools 11

Roster of Schools Participating

Ashland Jr Sr HS
Belmont HS
Central Sch
Gorham Jr Sr HS
Groveton HS
Hillsboro Deering HS
Linwood Jr Sr HS
Marlborough Jr Sr HS
Orford HS
Weare HS
Woodsville HS

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State New Jersey No. Rural/Small Schools 21

No. Participating Schools 7

Roster of Schools Participating

Brick Twp Voc Ctr
Clayton HS
County Voc-Perth Amb
County Voc-Woodbridge
High Bridge Jr Sr HS
Jamesburg HS
Ocean Twp Voc Tech Ctr

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State New York

No. Rural/Small Schools 188

No. Participating Schools 63

Roster of Schools Participating

Afton Jr Sr HS
Alred Almont Jr Sr
Argyle Central Sch
Arkport Jr Sr HS
Avoca Central Sch
Briarcliff HS
Bridgehampton Sch
Broadalbin HS
Cattaraugus HS
Chadwicks Union Free
Champlain Sr HS
Chestertown Central
Cincinnatus Jr Sr HS
Clifton Fine Central
Delaware Valley Cent
Deruyter HS
Dobbs Ferry HS
Elba Jr Sr HS
Elizabethtown-Lewis S
Fort Edward Sch
Friendship Jr Sr HS
Galway Jr Sr HS
Germantown Sch
Grand Gorge Central
Greenport Sch
Greenwood Central Sch
Hartford Central Sch
Heatly Sch
Henderson Central Sch
Herman Dekalb Jr Sr
Hunter Tannersville
Indian Lake Central
Jasper Central Sch
La Fargeville Central
Lafayette Sr HS
Lake Placid Central
Lyme Central Sch
Mattituck Union Free
Mayville Jr Sr HS
Mt Morris Jr Sr HS
Mt Upton Jr Sr HS
N Salem HS
Onondaga Sr HS
Oppenheim Ephrathah C
Oriskany Falls Sch
Poland Jr Sr HS
Pottersville Central
Prattsburg Central S
Richmondville Central
Ripley Jr Sr HS
Romulus Jr Sr HS
Savona Central Sch
Schroon Lake Central
Scio Central Sch
Stamford lentral Sch
Stockbridge Valley J
Stratford Central Sch
Town of Webb Sch
Vocational Center
Westfield Central Sch
Westport School
Whitesville Central

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State New Mexico No. Rural/Small Schools 69

No. Participating Schools 23

Roster of Schools Participating

Albuquerque Adm Home
Animas HS
Bloomfield HS
Capitan HS
Coronado HS
Des Moines HS
Dora HS
Floyd HS
Foothill HS
Ft Sumner HS
Hondo Valley HS
House HS
Lake Arthur HS
Mosquero HS
Mountainair HS
New Mexico Military
Questa HS
Raton HS
Reserve HS
Santa Cruze HS
Tatum HS
Texico HS
Weede HS

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State North Carolina No. Rural/Small Schools 94

No. Participating Schools 31

Roster of Schools Participating

Bever Creek HS
Bessemer City HS
Bethany HS
Buies Creek HS
Camp Lab El Sch
Cape Hatteras Sch
Continuing Educ Sch
Cooperative Sch
Deep River El Sch
Garland HS
George Hildebran El
Gibsonville El Sch
Hayesville HS
Highland HS
Hiwassee Dam HS
Littlefield HS
Littleton HS
Magnolia Sch
Norlina HS
Oak City HS
Ocracoke Sch
Red Springs Sr HS
Robbinsville HS
Rosewood HS
Spring Creek HS
Stecoah El Sch
Swain Co Sch.
Union HS
Youngsville El Sch

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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State North Dakota

No. Rural/Small Schools 244

No. Participating Schools 81

Roster of Schools Participating

Adams HS
Alsen HS
Anamoose HS
Aneta HS
Belfield HS
Berthold HS
Bowdon HS
Bowman HS
Braddock HS
Cathay HS
Cleveland HS
Cliff-Galesburg Jr &
Columbus HS
Donnybrook HS
Drake HS
Drayton HS
Eight Mile HS
Elgin HS
Ellendale HS
Finley HS
Flasher HS
Flaxton HS
Glenburn HS
Glenfield Jr Sr HS
Golva HS
Hague HS
Halliday HS
Hamilton HS
Hazelton HS
Hazen HS
Hebron HS
Karl Sruhe HS
Kathryn HS
Kenmare HS
Lankin HS
Lansford HS
Larimore Jr Sr HS
Lisbon HS
Litchville HS
Luverne HS
Max HS
Maxbass HS
Mayville HS
Midway HS
Milnor HS
Milton HS
Munich HS
Napoleon HS
New Town Jr & Sr HS
Newport HS
New Salem HS
N Sargent HS
Page HS
Palermo HS
Parshall Jr & Sr HS
Powers Lake Jr & Sr
Ray HS
Reedeer HS
Rolette HS
Rolla HS
Roosevelt HS
Rugby HS
Sheldon HS
Sherwood HS
Sheyenne HS
Stanton HS
Starkweather HS
Steele HS
Thompson HS
Tioga Jr & Sr HS
Tolley HS
Turtle Mountain Comm
Unity HS
Upham HS
Velva HS
White Shield HS
Wildrose HS
Willow City HS
Wolford HS
Wyndmere HS
Zeeland HS

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Ohio No. Rural/Small Schools 227

No. Participating Schools 76

Roster of Schools Participating

Adena HS
Allen East HS
Amanda Clearcreek HS
Anna HS
Ayersville HS
Barnesville HS
Batavia HS
Bluffton HS
Botkins HS
Huckeye North HS
Centerburg HS
Chalker HS
Clay HS
Covington HS
Crestline HS
Crestview HS
East Clinton HS
East Knox HS
Eastern Local HS
Fairbanks HS
Fairfield HS
Felicity Franklin HS
Franklin Monroe HS
Fredericktown HS
Glenwood HS
Glouster School
Gorham Fayette HS
Highland HS
Hiland HS
Hillsdale HS
Jefferson Area HS
Jewett Scio HS
Jonathan Alder HS
Kalida HS
Lakeland HS
Leetonia HS
Lucas HS
Lynchburg Clay HS
Madison HS
McComb HS
Mendon Union HS
Miller City HS
Monroeville HS
Montpelier HS
Mount Orab School
New Miami HS
New Riegel HS
North Adams HS
Northwestern HS
Northwood HS
Ohio City Liberty HS
Perry HS (Cridersville)
Perry HS (Perry)
Pettisville HS
Pike-Delta-York HS
Pymathuning Valley HS
Richmond Heights HS
Ridgedale HS
Saint Henry HS
Shenandoah HS
Southern Local HS
Tri Village High Sch
Twin Valley South HS
Upper Sciota Valley HS
Valley HS
Waterford HS
Watkins Memorial HS
Wayne HS
Western Reserve HS (Berlin Center)
Western Reserve HS (Collins)
Wellington HS
West Liberty Salem HS
White Oak Jr HS
Zane Trace HS (Guernesy Co)
Zane Trace HS (Ross Co)

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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Oklahoma No. Rural/Small Schools 417

No. Participating Schools 139

Roster of Schools Participating

Allen HS
Alva Sr HS
Ames Sr HS
Anadarko HS
Apache Sr HS
Ardmore Dist Voc Tec
Barnsdall Jr Sr HS
Battieste Jr Sr HS
Beaver Sr HS
Beggs Sr HS
Bennington Jr Sr HS
Berryhill HS
Bethany Jr Sr HS
Blue HS
Bluejacket HS
Boise City HS
Burns Flat Sr HS
Boley Training HS
Bray HS
Broxton HS
Buffalo Jr Sr HS
Buffalso Valley HS
Cache Jr Sr HS
Calvin Jr SR HS
Cameron HS
Canadian HS
Caney Sr HS
Cave Springs Jr Sr HS
Cement Jr Sr HS
Central HS (Marlow)
Central HS (Sallisaw)
Chandler HS
Chouteau Sr HS
Clayton Sr HS
Classen HS - Adult Day
Cleo Springs Sr HS
Colcord Jr Sr HS
Comanche Sr HS
Copan Jr Sr HS
Crowder HS
Cushing Sr HS
Custer Sr HS
Davenport Jr Sr HS
Delaware HS
Depew HS
Dewey HS
Duncan Dist Voc Tec
Eagletown HS
Eakly HS
Earlsboro Sr HS
Elgin Jr Sr HS
Fargo HS
Felt HS
Fletcher Jr Sr HS
Forgan HS
Ft Cobb Jr Sr HS
Ft Bigson Jr Sr HS
Ft Towson HS
Gage HS
Garber Jr Sr HS
Beronimo HS
Gracemont HS
Graham HS (Graham)
Graham HS (Weleetka)
Hanna HS
Hardesty HS
Harrah Sr HS
Haskell Jr Sr HS
Hobart Sr HS
Holdenville Sr HS
Hooker Jr Sr HS
Indianola Jr Sr HS
Jay Sr HS
Jet-Nash HS
Jones Sr HS
Kremlin HS
Lahoma HS
Lamont HS
Locust Grove Sr HS
Lomega HS
Lone Grove Sr HS
Lookeba-Sickles Sr H
Mannford Jr Sr HS
Marshall HS
Mason HS
McCurtain HS
Midway Sr HS
Morrison HS
Moss HS
Moton Sr HS
Navajo HS
New Lima HS
Newcastle Sr HS
Olney HS
Olustee HS
Oologah Sr HS
Pawnee Sr HS
Pernell HS
Perry Sr HS
Piedmont HS
Preston HS
Purcell Sr HS
Prue HS
Quapaw Sr HS
Ringling Sr HS
Ringwood HS
Ripley HS
Savanna HS
Schulter HS
Seiling Jr Sr HS
Sequoyah Jr Sr HS
Shidler Jr SR HS
Southside HS
Springer HS
Spiro Sr HS
Sterling HS
Stratford Jr Sr HS
Stroud Jr Sr HS
Stuart Jr Sr HS
Sulphur HS for Deaf
Sweetwater HS
Talihina Sr HS
Taloga HS
Turner HS
Turpin HS
Tushka HS
University Lab HS
Vanoss Sr HS
Vian Sr HS
Wagoner Sr HS
Watts HS
Waukomis HS
Waurika Sr HS
Westerville Jr Sr HS
Wilburton Sr HS
Wilson Sr HS
Wister Jr Sr HS
Woodson HS
Yale Jr Sr HS

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Oregon No. Rural/Small Schools 128

No. Participating Schools 43

Roster of Schools Participating

Alsea HS
Amity HS
Arlington HS
Cascade Locks HS
Cascade Union HS
Chiloquin HS
Creswell HS
Cove HS
Culver HS
Echo HS
Eddyville HS
Elgin HS
Gilchrist HS
Gladstone Sr HS
Glendale HS
Heppner HS
Hillcrest Sch of Ore
Huntington HS
Junction City HS
Knappa HS
Lakeview Sr HS
Metro Learning Ctr
Mitchell Jr Sr HS
Mohawk HS
Nestucca HS
Newport HS
Nyssa HS
Perrydale HS
Pine Eagle HS
Powers HS
Rogue River HS
Santiam HS
Scio HS
Spray Jr Sr HS
St Paul Jr Sr HS
Stanfield HS
Umatilla HS
Union HS
Vale HS
Warrenton HS
Weston HS
Wheeler HS
White Shield Sch

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Pennsylvania

No. Rural/Small Schools 70

No. Participating Schools 23

Roster of Schools Participating

Austin Area Jr Sr HS
Benton Jr Sr HS
Cornell Sr HS
Donora Sr HS
E Brady Jr Sr HS
E Forest Jr Sr HS
Educational Medical
George Jr Republic J
German Twp Sr HS
Greenwood HS
Kutztown Area Sr HS
Liberty Jr Sr HS
Mahonoy Area Sr HS
Oswayo Vly Sch
Randolph E. Mead Jr S
Schuylkill Haven Sr
Shannock Vly HS
Sheffield HS
Sparta Jr Sr HS
Special Ed-Sch Intrm
Tidioute HS
Waymart HS
W Forest Jr Sr HS

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Rhode Island No. Rural/Small Schools 4

No. Participating Schools 1

Roster of Schools Participating

Alternate Learning School

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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State South Carolina No. Rural/Small Schools 93

No. Participating Schools 31

Roster of Schools Participating

Allendale Voc Sch
Ashwood HS
Bamberg Ehrhardt HS
Blenheim HS
Charleston HS
Clio HS
Crescent HS
Crescent Cities Voc
Floyds HS
Foothills Area Voc S
Gilberg HS
Great Falls HS
Hickory Grove Jr Sr
Holly Hill HS
Hollywood HS
Lancaster County Area
Lower Richland Area
Marion-Mullins Voc S
Marlboro County Area
McBee HS
Oakway HS
Pacolet HS
Pelion Jr Sr HS
Pendleton HS
Pickens Co Area Voc
St George HS
St Joh HS
Swansea HS
Tamassee Salem HS
Williston Elko HS
Woodruff HS

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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State South Dakota No. Rural/Small Schools 176

No. Participating Schools 59

Roster of Schools Participating

Armour HS
Artesian HS
Bowdle HS
Bradley HS
Bridgewater HS
Castlewood HS
Centerville Sr HS
Chamberlain HS
Conde HS
Corona HS
Corsica HS
Deubrook HS
Draper HS
Dupree HS
Emery HS
Estelline HS
Ethan HS
Eureka HS
Forestburg HS
Frederick-Barnard HS
Freeman HS
Grant-Deuel HS
Gregory HS
Groton HS
Herreid HS
Hill City HS
Hitchcock HS
Ipswich HS
Irene HS
Iroquois HS
Langford HS
Lemmon HS
Lennox HS
McLaughlin HS
Menno HS
Midland HS
New Effington HS
Newell HS
Oelrichs HS
Philip HS
Plankinton HS
Platte HS
Roslyn HS
Rutland HS
S Shore HS
Scotland HS
Spencer HS
Springfield HS
Stanley Co HS
Tyndall HS
Veblen HS
Viborg HS
Waverly HS
Webster HS
Wessington HS
Wolsey HS
Wood HS
Woonsocket HS

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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Tennessee No. Rural/Small Schools 143

No. Participating Schools 48

Roster of Schools Participating

Atwood Jr Sr HS
Auburn HS
Beech Bluff Jr Sr HS
Bledsoe Co HS
Bodenham Jr Sr HS
Bolton HS
Campbellsville Jr Vr
Cascade HS
Central HS (Woodbury)
Central HS (Wartburg)
Chattanooga Adult Sch
Cloudland HS
Coalfield HS
College Grove Jr Sr
Community HS
Dyer Jr Sr HS
E Robertson HS
Eagleville Jr Sr HS
Friendsville HS
Gadsden Jr Sr HS
Gatlinburg Pittman HS
Happy Valley HS
Hermitage Springs Jr
Hickman Co Sr HS
Jellico HS
Jo Byrns HS
Jones Jr Sr HS
Keel HS & Spec Educ
Maury HS
McEwen HS
McKenzie HS
Oakdale HS
Oliver Springs HS
Palmersville Jr Sr HS
S Fulton HS
South Side HS
South Side Jr Sr HS
Spring Hill HS
Stewart Co HS
Stony Fork Jr Sr HS
Townsend El & HS
Trezevant Jr Sr HS
University Jr Sr HS
Upperman HS
Van Buren Co Jr Sr HS
Vonore HS
Westmoreland Jr Sr HS
Yorkville HS

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Texas No. Rural/Small Schools 732

No. Participating Schools 244

Roster of Schools Participating

Agua Dulce HS
Alba-Golden Jr Sr HS
Albany HS
Alvord HS
Amherst Jr Sr HS
Anahuac HS
Aquilla HS
Archer City HS
Arp HS
Avinger HS
Axtell Jr Sr HS
Baird HS
Bartlett HS
Beckville HS
Bellevue HS
Ben Bolt Intermed & H
Big Sandy HS
Blackwell HS
Bland Jr Sr HS
Blum Jr Sr HS
Boerne HS
Boles Home HS
Brackett Jr Sr HS
Brady HS
Breckenridge Sr HS
Brookeland HS
Brookesmith HS
Brownsboro HS
Bula HS
Bullard Jr Sr HS
Buna HS
Caldwell HS
Callisburg HS
Calvert HS
Carroll Jr Sr HS
Cayuga HS
Cedar Hill HS
Central HS
Central Heights HS
Channing HS
Chillicothe HS
Chilton HS
China Springs HS
Clint HS
Clyde HS
Coahoma HS
Comfort HS
Commerce HS
Community HS
Community Behavior Sch
Corrigan-Camden HS
Cotton Center HS
Cotulla HS
Crosbyton HS
Cross Plains HS
Crowell HS
Darrouzett Jr Sr HS
Dawson HS
Denver City HS
Detroit HS
Devine HS
Dodd City HS
Douglass HS
Dripping Springs Jr
Edgewood HS
Electra HS
Elgin HS
Eustance HS
Evandale HS
Evant HS
Fayetteville HS
Ferris HS
Flatonia HS
Forney HS
Forsan HS
Franklin Jr Sr HS
Ganado HS
Garrison HS
Gary HS
Goldburg Jr Sr HS
Goldwaite Jr Sr HS
Goliad HS
Grand Saline HS
Grandfalls-Royalty J
Grandview HS
Gunter HS
Gustine HS
Guthrie Jr Sr HS
Happy Jr Sr HS
Hardin HS
Harleton HS
Hawkins HS
Hawley HS
Hearne HS
Higgins Jr Sr HS
High Island HS
Highland HS
Hooks HS
Howe HS
Hubbard HS
Huntington HS
Hutto HS
Idalou HS
Italy HS
Itasca HS
Jacksonboro HS
Jonesboro HS
Joshua HS
Jourdanton HS
Keller HS
Kemp HS
Kenedy HS
Knox City HS
Kopperl HS
Kountze HS
Lake Dallas HS
Lake Worth HS
Lakeview HS
Leggett HS
Leon Jr Sr HS

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Leonard HS
Littlefield HS
Llano HS
Lockney HS
Lorena Jr Sr HS
Lorenzo HS
Los Fresnos HS
Lyndon B. Johnson HS
Lytle HS
Mabank HS
Madisonville HS
Marion HS
Mart Sr HS
Maypearl HS
McAdoo HS
McCamey HS
Medina HS
Medina Valley HS
Megargel HS
Midlothian HS
Midway HS
Millano HS
Mirando City HS
Mobeetie Sr HS
Montgomery Jr Sr HS
Mozelle HS
Mt Enterprise Jr Sr
Mt Vernon HS
Navarro HS
Nazareth HS
Neches HS
Newcastle HS
Newton Jr Sr HS
Nixon HS
Novice HS
Nueces Canyon HS
Oakwood Jr Sr HS
Orange Grove HS
Orangefield Sr HS
Orchard HS
Palacios HS
Palmer HS
Panhandle HS
Patton Springs HS
Petersburg HS
Petrolia HS
Pettus HS
Poolville HS
Post HS
Poteet HS
Prairie Valley HS
Prairieland HS
Premont HS
Presidio Jr Sr HS
Quanah HS
Queen City HS
Quinlan HS
Red Oak HS
Redwater HS
Refugio HS
Rivercrest HS
Robert Lee HS
Robinson HS
Ropes HS
Rosco HS
Rosebud-Lott HS
Runge Jr Sr HS
Rusk HS
S & S Cons HS
Samnorwood HS
San Augustine Jr Sr
San Diego HS
Sanger HS
Santo HS
Savoy HS
Shallowater Jr Sr HS
Shamrock HS
Shelbyville HS
Slidell HS
Slocum HS
Smiley HS
Somerset HS
Somerville HS
Sonora HS
Spring Hill HS
Springtown HS
Spurger Jr Sr HS
Stockdale Jr Sr HS
Stratford Jr Sr HS
Strawn Jr Sr HS
Taft HS
Tahoka HS
Talpa Centennial HS
Texline HS
Thorndale Jr Sr HS
Thrall Jr Sr HS
Tom Bean HS
Tornillo HS
Toyah HS
Union Grove Jr Sr HS
Union Hill Jr Sr HS
Valley HS
Van HS
Van Vleck HS
Vega Jr Sr HS
Wall Jr Sr HS
Waller HS
Wallis Jr Sr HS
Wellington HS
Wellman HS
Wells HS
White Oak HS
Whiteface HS
Whitehourse HS
Wilson Jr Sr HS
Windom HS
Windthorst HS
Woodsboro HS
Woodson HS
Wortham HS
Zavalla HS
Zephyr HS

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Utah

No. Rural/Small Schools 42

No. Participating Schools 14

Roster of Schools Participating

Altamont HS
Beaver HS
Eccalante HS
Enterprise HS
Grand HS
Manti HS
Milford HS
Millard HS
N Summit HS
Park City HS
Piute HS
Utah Sch for the Blind
Utah Sch for the Deaf
Valley HS

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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Vermont No. Rural/Small Schools 28

No. Participating Schools 9

Roster of Schools Participating

Arlington Memorial Sch
Black River HS
Canaan HS
Hazen Union HS
Leland Gray Union HS
Norwich-Dresden Union
Proctor Jr Sr HS
Rochester HS
Williamstown Village

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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Virginia No. Rural/Small Schools 58

No. Participating Schools 19

Roster of Schools Participating

Addison HS
Bath County HS
Central HS (Painter)
Central HS (King)
Clifton Forge HS
Dickenson Co Voc Sch
Flatwoods Combined S
Highland HS
Hurley HS
King William HS
Lynchburg Learning C
Mt Rogers Combined
New Castle HS
Rappahannook Co HS
Rich Valley HS
Roanoke Co Educ Ctr
Rural Retreat Combin
Valley Voc Sch
Whitewoods HS

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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Washington No. Rural/Small Schools 180

No. Participating Schools 60

Roster of Schools Participating

Asotin HS
Bickleton HS
Blaine Sr HS
Chelan Jr Sr HS
Chewelah HS
Chimacum HS
Columbia HS
Concrete HS
Connell HS
Darrington HS
Davenport HS
Daton HS
Ephrata HS
Faith Home Sch
Foster Sr HS
Good Shepherd Home HS
Grandview HS
Grande View Special Sch
Granger HS
Interlake Cottage
Kahlotus HS
Kalama Jr Sr HS
La Crosse HS
Lake Quinault HS
Lake Roosevelt HS
Lake Washington Special
Lyle HS
Lynden HS
Mabton HS
Marian Heights HS
Morton HS
Mossyrock HS
N Beach Jr Sr HS
Neah Bay HS
Newprot HS
Northprot HS
Onalaska HS
Oreas Island HS
Oroville Sr HS
Pomeroy HS
Port Townsend HS
Prescott HS
Project Interchange
Republic Jr Sr HS
Ridgefield HS
Ritzville HS
Selkirk HS
Skykimish HS
Special Eudcation D
Sunnyside El Sch
Tekoa HS
Tenino HS
Twisp Jr Sr HS
Wahkiakum HS
Warden HS
White Swan HS
Wilbur HS
Willaph HS
Yelm HS
Zellah HS

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State West Virginia No. Rural/Small Schools 86

No. Participating Schools 29

Roster of Schools Participating

Bruceton HS
Buffalo HS
Cameron HS
Crum HS
Dodridge County HS
Duval HS
Gauley Bridge HS
Gilmer County HS
Glen Rogers HS
Hundred Jr Sr HS
Kermit HS
Lumberport HS
Mt Hope HS
Mullens HS
Newburg HS
Peterstown HS
Pickens HS
Piedmont HS
Putnam Voc Tech Ctr
Raleigh Voc Sch
Sharples HS
Sistersville HS
Sophia HS
Talcott HS
Union HS (Union)
Union HS (Mt Storm)
Valley HS
Van HS
Wyoming Voc Tech Ctr

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Wisconsin No. Rural/Small Schools 227

No. Participating Schools 76

Roster of Schools Participating

Albany HS
Algoma HS
Alma HS
Arkansaw HS
Athens HS
Auburndale HS
Belmont HS
Benton HS
Birchwood HS
Bowler HS
Boyceville HS
Brillion HS
Cambridge HS
Cameron HS
Cashton HS
Coleman HS
Colfax HS
Cornell HS
Drummond HS
Edgar HS
Elcho HS
Flambeau HS
Florence HS
Forest Hills HS
Glenwood City HS
Glidden HS
Goodman Armstrong HS
Hazel Green HS
Highland HS
Hilbert HS
Independence HS
Iola-Scandinavia HS
Iowa-Grant HS
Kohler HS
Laconia HS
La Farge HS
Lake Mills HS
Lodi Sr HS
Loyal HS
Marathon HS
Mellen HS
Melrose-Mindoro HS
Mercer HS
Necedah HS
New Auburn HS
New Glarus HS
Ondossagon HS
Oostburg HS
Osseo-Fairchild HS
Phelps Union HS
Phillips HS
Pioneer HS
Prescott HS
Princeton HS
Randolph HS
Royall HS
Seneca HS
S Shore HS
Somerset HS
Spencer HS
Spring Valley HS
Suring HS
Taylor HS
Thorp HS
Wabeno HS
Wauzeka HS
Webster HS
Westby HS
W Grant HS
W Salem HS
Wild Rose HS
Williams Bay HS
Winter HS
Wisconsin Correction
Wisconsin Home for Women
Wisconsin St Reformatory

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

STATE ROSTER OF SCHOOLS INVITED TO COMPLETE QUESTIONNAIRE SURVEY

State Wyoming No. Rural/Small Schools 58

No. Participating Schools 19

Roster of Schools Participating

Albin HS
Basin HS
Cokeville Jr Sr HS
Converse Co HS
Cowley HS
Green River HS
Greybull HS
Guernsey Sunrise HS
Kaycee HS
Kemmerer HS
La Grange HS
Lingle-Ft Laramie HS
Moocroft HS
Mountain View HS
Newcastle HS
Shoshoni HS
Snake River Valley S
Star Valley HS
Worland Sr HS

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Follow-up Contacts

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New Castle, Virginia 24127

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Shannock Valley High School
Rural Valley, PA 16249

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Bessemer City, NC 28016

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Voc. Ed. Dept.
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Groveton, NH 03582

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Greenwood, NY 14839

C. Frederick Pierson
Supervising Principal
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Savona, NY 14879

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Apache Junction, AZ 85220

Ken Swanson, Principal
Upsala Area High School
Upsala, MN 56384

Robert Mincey
Counselor
Golden City High School
Golden City, MO 64748

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Marketing & Distributive Ed. Teacher
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Frankfort, KY 40601

Gerald Becker
Director of Guidance
Webster, WI 54893

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P.O. Box 1028
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Northwestern High School
RR,
Sciota, IL 61475

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Bus. Ed./Work Experience
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Loyalton, CA 96118

Thomas J. Kieffer
Career Ed. Coordinator
Ogden High School
Ogden, Iowa 50212

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Superintendent
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Somonauk, IL 60552

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Littlefield, TX 79339

Freda Bennett, Supt.
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220 W. 6th St.
Onalaska, WA 98570

J. Allen Lowe
Principal
Afton, WY 83110

Nancy Luckhurst, Counselor
Dillingham High School
Dillingham, Alaska 99576

Donnell V. Buck
Counselor
Pine Island High School
Pine Island, MN 55963

R. J. Moens
Vocational Director
Atkinson High School
109 So. State
Atkinson, IL 61235

Counselor

Walsenburg Sr. High School
415 Walsen Avenue
Walsenburg, CO 81089

Everglades School
Everglades, FL 33929

Whigham HS - EL. GR. SCH.
Whigham, GA 31797

W. Sioux High School
1300-1400 Avenue P
Hawarden, IA 51023

Lakeland High School
Rathdrum, ID 83858

Wapella High School
P.O. Box 127
Wapella, IL 61777

Tecumseh High School
Box 67
Lynnville, IN 47619

Williamsburg High School
Box 7
Williamsburg, KS 66095

Greenup High School
Main Street 1621
Greenup, KY 41144

Sterlington High School
Box 8
Sterlington, LA 71280

Hopedale Jr. Sr. High School
16 Adin Street
Hopedale, MA 01747

Estrelitta High School
415 C Street
Galt, CA 95632

McGrath Rural High School
P.O. Box 105
McGrath, AK 99627

White Plains School
Rt. 6, Box 343
Oxford, AL 36201

Yellville-Summit Jr. High School
Yellville, AR 72687

Ft. Thomas High School
P.O. Box 28
Ft. Thomas, AZ 85536

Mullen High School
Mullen, NE 69152

Marlborough Jr. Sr. High School
School Street
Marlborough, NH 03455

Jamesburg High School
Forsgate Drive
Jamesburg, NJ 08831

Questa High School
Questa, NM 87556

Gobbs High School
Gobbs, NV 89409

Stockbridge Valley School
Main Street
Munnsville, NY 13409

Unity High School
Petersburg, ND 58272

Sistersville High School
220 Work Street
Sistersville, WV 26175

S. Shore High School
Box 5
Port Wing, WI 54865

Proctor Jr. Sr. High School
Proctor, VT 05765

Mildord High School
Milford, UT 84751

Stony Fork Jr. Sr. High School
Caryville, TN 37714

Rutland High School
Rutland, SD 57057

Pelion Jr. Sr. High School
Pelion, SC 29123

Tidioute High School
Main Street
Tidioute, PA 16351

Newport High School
322 NE Eads
Newport, OR 97365

Arlington High School
Arlington, OR 97812

Oologah Sr. High School
Oologah, OK 74053

Indianola Jr. Sr. High School
Indianola, OK 74442

Bluffton High School
106 W. College Avenue
Bluffton, OH 45817

Snake River Valley School
Box 218
Baggs, WY 82321

Red Springs Senior High School
North Vance Street
Red Springs, NC 28377

St. Regis High School
St. Regis, MT 59866

William Winans Jr. Sr. High School
Centreville, MS 39631

Washburn High School
Washburn, MO 65772

Milaca Senior High School
135 SE 2nd Street
Milaca, MN 56353

Pittsford Rural Ag. High School
Pittsford, MI 49271

Owen Gage High School
7166 Main Street
Owendale, MI 48754

Talbot Co. Voc. Tech. Ctr.
Glenwood Avenue
Easton, MD 21601

Searsport High School
Searsport, ME 04974

Zavalla High School
P.O. Box 45
Zavalla, TX 75980

Flatwoods Combined School
RFD 2
Jonesville, VA 24263

Somerset High School
1000 Spring Street
Somerset, WI 54025

Pomeroy High School
Pomeroy, WA 99347

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Counselor

Walsenburg Sr. High School
415 Walsen Avenue
Walsenburg, CO 81089

Everglades School
Everglades, FL 33929

Whigham HS - EL. GR. SCH.
Whigham, GA 31797

W. Sioux High School
1300-1400 Avenue P
Hawarden, IA 51023

Lakeland High School
Rathdrum, ID 83858

Wapella High School
P.O. Box 127
Wapella, IL 61777

Tecumseh High School
Box 67
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Williamsburg High School
Box 7
Williamsburg, KS 66095

Greenup High School
Main Street 1621
Greenup, KY 41144

Sterlington High School
Box 8
Sterlington, LA 71280

Hopedale Jr. Sr. High School
16 Adin Street
Hopedale, MA 01747

Estrelitta High School
415 C Street
Galt, CA 95632

McGrath Rural High School
P.O. Box 105
McGrath, AK 99627

White Plains School
Rt. 6, Box 343
Oxford, AL 36201

Yellville-Summit Jr. High School
Yellvile, AR 72687

Ft. Thomas High School
P.O. Box 28
Ft. Thomas, AZ 85536

Mullen High School
Mullen, NE 69152

Marlborough Jr. Sr. High School
School Street
Marlborough, NH 03455

Jamesburg High School
Forsgate Drive
Jamesburg, NJ 08831

Questa High School
Questa, NM 87556

Gobbs High School
Gobbs, NV 89409

Stockbridge Valley School
Main Street
Munnsville, NY 13409

Unity High School
Petersburg, ND 58272

Sistersville High School
220 Work Street
Sistersville, WV 26175

S. Shore High School
Box 5
Port Wing, WI 54865

Proctor Jr. Sr. High School
Proctor, VT 05765

Mildord High School
Milford, UT 84751

Stony Fork Jr. Sr. High School
Caryville, TN 37714

Rutland High School
Rutland, SD 57057

Pelion Jr. Sr. High School
Pelion, SC 29123

Tidioute High School
Main Street
Tidioute, PA 16351

Newport High School
322 NE Eads
Newport, OR 97365

Arlington High School
Arlington, OR 97812

Oologah Sr. High School
Oologah, OK 74053

Indianola Jr. Sr. High School
Indianola, OK 74442

Bluffton High School
106 W. College Avenue
Bluffton, OH 45817

Snake River Valley School
Box 218
Baggs, WY 82321

Red Springs Senior High School
North Vance Street
Red Springs, NC 28377

St. Regis High School
St. Regis, MT 59866

William Winans Jr. Sr. High School
Centreville, MS 39631

Washburn High School
Washburn, MO 65772

Milaca Senior High School
135 SE 2nd Street
Milaca, MN 56353

Pittsford Rural Ag. High School
Pittsford, MI 49271

Owen Gage High School
7166 Main Street
Owendale, MI 48754

Talbot Co. Voc. Tech. Ctr.
Glenwood Avenue
Easton, MD 21601

Searsport High School
Searsport, ME 04974

Zavalla High School
P.O. Box 45
Zavalla, TX 75980

Flatwoods Combined School
RFD 2
Jonesville, VA 24263

Somerset High School
1000 Spring Street
Somerset, WI 54025

Pomeroy High School
Pomeroy, WA 99347

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Director of Student Personnel Services

Hobbson State Technical College
Thomasville, AL 36784

Kodiak Community College
Kodiak, AK 99615

Cerro Coso Community College
Ridgecrest, CA 93555

Delaware Technical & Community College
Southern Campus
Georgetown, DE 19947

Brewton-Parker College
Mount Vernon, GA 30445

North Idaho College
Coeur D'Alene, ID 83814

Coffeyville Community Junior College
Coffeyville, KS 67337

St. Bernard Parish Community College
Chalmette, LA 70043

Charles County Community College
LaPlata, MD 20646

Bay De Noc Community College
Escanaba, MI 49829

Mid Michigan Community College
Harrison, MI 48625

Copiah-Lincoln Junior College
Wesson, MS 39191

Moberly Area Junior College
Moberly, MO 65270

Flathead Valley Community College
Kalispell, MT 59901

Western Nevada Community College
Carson City, NV 89701

Claremont Campus
New Hampshire Voc. Tech. College
Claremont, NH 03743

Erie Community College
North Campus
Williamsville, NY 14221

Community College of Beaver County
Monaca, PA 15061

Chesterfield-Marlboro Technical College
Cheraw, SC 29520

E. Washington State College
Cheney, Washington 99004

Eastern Wyoming College
Torrington, WY 82240

CAREER DEVELOPMENT PROGRAM

State of Ohio

FY-78

STATE DEPARTMENT CAREER DEVELOPMENT PROGRAM PERSONNEL

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Career Development Service
Division of Vocational Education

Carol Ritz, Supervisor
Career Development Service
Division of Vocational Education

Fred L. Williams, Supervisor
Career Development Service
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DISTRICT	DIRECTOR AND ADDRESS	STUDENTS
AKRON	Nicholas J. Topougis, Coordinator Career Development Program Akron City Schools 65 Steiner Avenue Akron, OH 44301 (216) 434-3404	30,541
BOARDMAN (Mahoning Co. JVS)	Robert Thomas, Director Career Development Program Boardman Local Schools 7410 Market Street Youngstown, OH 44512 (216) 758-0487	5,247
CANTON	Richard Caster, Director Career Development Program Canton City Schools 800 Market Avenue, North Canton, OH 44702 (216) 455-8992 - Ext. 231	9,525
CARLISLE (Montgomery Co. JVS)	James Gilbert, Director Career Development Program Carlisle Local Schools 724 Fairview Drive Carlisle, OH 45005 (513) 746-7610	2,217
CINCINNATI	Maxine Watson, Director Career Development Program Cincinnati City Schools 230 East Ninth Street Cincinnati, OH 45202 (513) 369-4806	14,144
CLEVELAND	Oliver J. Jones, Director Career Development Program Cleveland City Schools 1380 E. Sixth Street Cleveland, OH 44114 (216) 696-2929	20,134

CLEVELAND HTS.- UNIVERSITY HTS.	Allan Bellin, Director Career Development Program Cleveland Hts. - Univ. Hts. City Schools Canterbury School 2530 Canterbury Road Cleveland, OH 44118 (216) 371-7149 or 371-7114	8,917
COLUMBUS	Richard Briggs, Director Binns Elementary School 1080 Binns Blvd. Columbus, OH 43204 (614) 279-9401	8,736
DAYTON	Robert Rammes, Director Career Development Program Dayton City Schools 348 West First Street Dayton, OH 45402 (513) 461-3850 - Ext. 591	15,953
DEFIANCE	Randy Redington, Director Career Development Program Defiance City Schools 1755 Palmer Road Defiance, OH 43512 (419) 782-9452	3,073
DELAWARE	Beth Cory, Director Career Development Program Hayes High School 289 Euclid Ave. Delaware, OH 43015 (614) 369-7656 Ext. 7	3,216
EAST MUSKINGUM	Donald Burch, Director Career Development Program East Muskingum Middle School Rt. 1 New Concord, OH 43762 (614) 826-4744	1,872
GENEVA (Ashtabula JVS)	Robert Taylor, Director Career Development Program Geneva High School Sherman Street Geneva, OH 44041 (216) 466-4831	3,363

JEFFERSON	Robert Taylor, Director Career Development Program Geneva High School Sherman Street Geneva, OH 44041 (216) 466-4831	1,534
KIRTLAND	Bruce Gabriel Career Development Program Kirtland Local Schools 9150 Chillicothe Rd. Kirtland, OH 44094 (216) 256-9954	1,108
LORAIN	DeRoy Gorham, Director Career Development Program Emerson School 300 Longfellow Pkwy. Lorain, OH 44052 (216) 244-9000 - Ext. 256	10,500
MAD RIVER-GREEN	Mary Anna Elam Career Development Program Mad River-Green Local Schools 4063 Robert Pike Springfield, OH 45502 (513) 325-3075	2,785
MANSFIELD	James Tarantine, Director Career Development Program Mansfield City Schools 53 West Fourth Street Mansfield, OH 45502 (419) 522-0611	6,853
MAYSVILLE	Chuck Morehead, Director Career Development Program 2739 Pinkerton Rd. Box 1818 South Zanesville, OH 43701 (614) 453-0877	1,570
MEDINA	Samuel Yelic, Director Career Development Program Medina City Schools 420 East Union Medina, OH 44256 (216) 725-8831 - Ext. 257	3,962

PRINCETON (Scarlet Oaks JVS)	Samuel Glover, Director Career Development Program Princeton City School District 25 West Sharon Avenue Cincinnati, OH 45246 (513) 771-8560 - Ext. 74	7,208
SCIOTO-DARBY (Central Ohio JVS)	Jean Bullock, Director Career Development Program Scioto-Darby City Schools 5398 Scioto Darby Road Hilliard, OH 43026 (614) 876-1286	3,881
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SPRINGFIELD (Springfield-Clark JVS)	George Degenhart, Director Career Development Program Springfield City Schools 49 E. College Avenue Springfield, OH 45501 (513) 324-4109	12,196
STOW (Six-District Compact)	Patrick Corbett, Director Career Development Program Stow City Schools 3732 Darrow Rd. Stow, OH 44224 (216) 688-2655	5,563
TOLEDO	Jana Roman, Director Career Development Program Toledo City Schools Manhattan and Elm Streets Toledo, Ohio 43608 (419) 726-0037	12,647

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PARMA	James Black, Director Career Development Program Parma City Schools Royal Ridge Elecm. School 7335 Ridge Rd. Parma, OH 44129 (216) 842-5300 - Ext. 328 or 842-8735	12,297
PERRY	George Tarbuck, Ass't. Superintendent Gary Carr, Director Career Development Program Perry Local Schools 3961 Main Street Perry, OH 44081 (216) 259-~~3026~~ 3581	1,507
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Thank you for your request for additional information regarding our efforts to provide more effective guidance programs and experiences for rural youth.

A series of career guidance program handbooks has recently been completed for use in rural, small and medium sized schools. The enclosed marketing brochure provides details on each handbook as well as pricing and ordering information.

Two additional project efforts in consortium between Northern Michigan University and The Center for Vocational Education have been funded by the U.S. Office of Education. These are based upon the career guidance program needs found in the initial study. The enclosed yellow brochure describes the field tests of the career guidance program handbooks that have as their goal better guidance program planning. The orange brochure explains a national study to identify existing and potential cooperative guidance program agreements that seem to be effective between business, industry, labor and all levels of education.

Plans are for the consortium to produce four additional career guidance products to aid rural/small school youth. These are:

1. A total career guidance program in-service training guide.
2. A case study handbook on how ten (10) rural communities cooperatively planned and implemented a career guidance program.
3. A key-sort card kit which gives detailed information for each of several hundred existing or potential cooperative agreements in rural/small schools.
4. A handbook to help practitioners establish and maintain cooperative agreements in rural/small schools.

We hope that you will find the materials described to be helpful in your work. We shall place your name on our project mailing list to receive any additional information that may be developed. In the meantime, you are invited to contact us again if you believe we may be of assistance to you.

Sincerely,

Charles E. Weaver, Ph.D.
Project Director
Cooperative Rural Career Guidance System

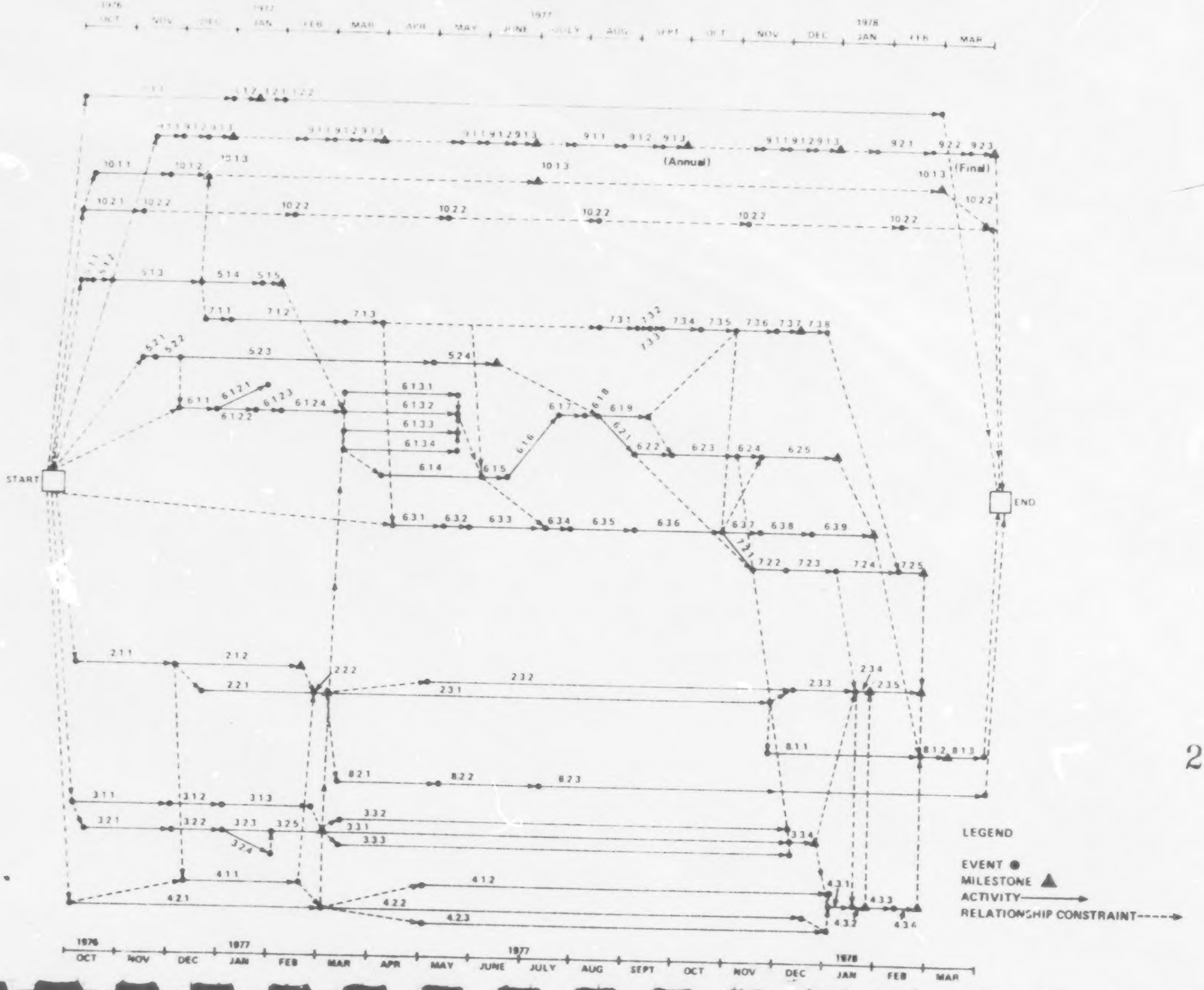
CEW/maf

APPENDIX D

Project Progress Control Instruments

- PERT Chart
- General Planning Materials Associated with Workflow Network
- Monthly Milestone Reports
- Status Reports on Tasks Associated with Workflow Network
- Intra-institutional Proposal for Follow-up Funding
- Financial Correspondence

COOPERATIVE RURAL GUIDANCE PROJECT
WORK NETWORK FLOW CHART
PERT CHART



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COMPREHENSIVE CAREER GUIDANCE SYSTEM

(Objectives 5,6,7)

Panel of Experts	Objectives 5,6,7	Time Month/#Weeks	Who
.1.1	Establish list of national leaders in business, industry, labor	1976 Nov. / /1	Moulton
5.1.2	Select representative sample of leaders in business, industry, and labor	Nov. / 1.5	[illegible] Berg
.1.3	Review of suggested list of National Advisory Committee	Nov.- / 7 Dec.	[illegible] Berg
1.4	Contact and gain confirmation of national leader participation	Dec.- / 1 Jan.	[illegible]
1.	Establish means of panel communication	1977 Jan. / 1	Moulton
Matrix			
2.1	Establish tenative categories of cooperative agreements	1976 Nov. / 1	Moulton
5.2.2	Classify agreement categories which reflect different aspects of educational programs	Nov. / 2	Moulton
.2.3	Have national leaders review and modify matrix	1977 Feb. /12.5	Moulton Church
2.4	Complete matrix	Mar.-/ 5 Apr.	Moulton Church [illegible]
roduct I			
1.1	Establish criteria for analysis and inclusion of cooperative agreements	1976 Dec. / 4	
1.2	Obtain cooperative agreements information	1977 Jan.- Mar.	[illegible] [illegible]
1.2.1	Review literature for discovering possible cooperative agreements	Jan. / 4	[illegible] [illegible]
6.1.2.2	Prepare cooperative agreements survey instrument	Jan. / 3	[illegible] [illegible]
1.2.3	Conduct internal review of cooperative agreements survey instrument	Jan.-/ 2 Feb.	[illegible] [illegible]
1.2.4	Review and revision of cooperative agreements survey instrument by national panel of experts	Feb.-/ 5 Mar.	[illegible]

6. 3	Conduct national survey	Mar.-/ 9 May	[illegible]
6.1.3.1	Contact business, industry, and labor agencies for cooperative agreement information		[illegible]
6.1.3.2	Contact secondary schools for cooperative agreement information		[illegible]
6.1.3.3	Contact postsecondary schools for cooperative agreements information		[illegible]
6.1.3.4	Contact national student group leaders (Voc. Ed. Clerks) for cooperative agreements information		[illegible]
6.1.4	Collate and examine returns	May / 2	[illegible]
6.1.5	Establish criteria and format for inclusion of existing agreements	May- / 2 June	[illegible]
6.1.6	Review returns from survey for inclusion in set of existing agreements	June / 4 July	[illegible]
6.1.7	Codify and rank all acceptable cooperative agreements	July / 2	[illegible]
6.1.8	Determine all acceptable cooperative agreements	July / 1	[illegible]
6 9	Abstract all cooperative agreements	Sept./12 Dec.	[illegible]
6.2.1	Determine voids in matrix	July / 3 Aug.	[illegible]
6.2.2	Prioritize voids for prototype development	Aug. / 3 Sept.	[illegible]
6.2.3	Experts review priorities for prototypes	Sept./ 5 Oct.	[illegible]
6.2.4	Finalize priorities for prototype development	Oct.-/ 2 Nov.	[illegible]
6.2.5	Produce product Document I	Nov.-/ 6 Dec.	[illegible]
ProductII			
6.3.1	Determine format for prototype development and publishing of existing agreements (outline)	Feb./ 4 Mar.	[illegible]
6.3.2	Establish content criteria for prototype	Mar./ 2 Apr.	[illegible]
6.3.3	Review format and criteria	Apr./ 6 May	[illegible]

6. 4	Finalize format and criteria	May / 2 June	[illegible]
6.3.5	Develop drafts of all prototypes	June / 5 July	[illegible]
.3.6	Review drafts by panel of experts	July / 7 Aug.	[illegible]
.3.7	Finalize drafts	Sept / 3 Oct.	[illegible]
.3.8	Produce prototypes	Oct.-/ 4 Nov.	[illegible]
.3.9	Produce product II which is a comprehensive set of existing agreements and prototypes	Nov.-/ 5 Dec.	[illegible]
.1.1	Plan for portion of orientation workshop that pertains to business, industry, and labor cooperative agreements	1976 Nov. / 2	[illegible]
7.1.2	Conduct orientation workshop in various locations involving members of the national panel of experts	1977 Dec.-/ 9 Jan.	[illegible]
7.1.3	Evaluate orientation workshop for revision purposes	Feb. / 3.5	[illegible]
.1	Develop criteria for content of product installation guide	Sept./ 2.5	[illegible]
7.2.2	Prepare first draft of content of product installation guide regarding business, industry, and labor cooperative agreements	Oct. / 4	[illegible]
7.2.3	Produce first draft of product installation guide	Nov. / 3	[illegible]
.2.4	Review first draft of product installation guide	Nov.-/ 5 Dec.	[illegible]
.2.5	Revise first draft of product installation guide	1978 Jan. / 2	[illegible]
7.2.6	Produce document III - product installation guide	Jan.-/ 3 Feb.	[illegible]
Training essions			
7.3.1	Analyze revision data to prepare installation workshop	1977 Apr.-/ 3 May	[illegible]
7.3.2	Develop revision plan	May / 1	[illegible]
3.3	Revise old workshop to start new	May / 1	[illegible]
.4	Prepare camera ready copy	May -/ 4 June	[illegible]

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7.3.5	Produce copies for national workshop	June-/ 3 July	[illegible]
7.4.1	Prepare materials for workshop	1978 Jan.-/ 4 Feb.	[illegible]
7.4.2	Hold installation workshop	Feb. / 2	[illegible]
7.4.3	Evaluate portion of workshop that pertains to business, industry and labor cooperative agreements	Feb. / 2	[illegible] Mc [illegible]
7.4.4	Prepare final report	March/ 4	[illegible]

RURAL GUIDANCE PROJECT

Technical Planning

Tasks

Task	Staff Responsibilities	Review	Timing
1. Develop criteria for Installation Guide Content	K. Kimmel	H. Drier	11/2/76
2. Arrangements for Field Test Installation pre-orientation workshop	K. Kimmel	H. Drier	11/2/76
3. Evaluation procedures for pre-orientation workshop	R. Coatney	H. Drier	11/3/76
4. Analysis revision data and revision plan preparation of Installation Guide	R. Coatney	H. Drier	11/4/76
5. AIDE Review Procedures for TECH Plan (use DOM)	K. Kimmel	R. Coatney	11/3/76
6. Design Field Test Criteria and Procedures	R. Coatney	H. Drier	11/9/76
7. Develop Instrumentation for 1) collecting demographic data, 2) field test data collection, 3) telephone memos, 4) weekly reporting	K. Kimmel	R. Coatney H. Drier	11/4/76
8. Establish Field Test Site Selection Criteria and Procedures	H. Drier	R. Coatney	
9. Prepare Field Test Site Agreements (use Nelsonville example)	R. Coatney	H. Drier	11/9/76
10. Arrangements for Culmanating Field Test Workshop	K. Kimmel	H. Drier	11/8/76
11. Develop Format Specifications for Field Site Developed Plan	K. Kimmel	H. Drier	11/9/76

Technical Planning Tasks
(Continued)

Task	Staff Responsibilities	Review	Timing
12. Develop Field Site Case History Criteria, Format & Content Specifications	K. Kimmel	B. Hull	11/10/76
13. Procedures, Analysis & Summary of Field Test Case History Data	K. Kimmel	B. Hull	11/11/76
14. Budget & RRB	H. Drier	---	11/11/76
15. Personnel Chart	H. Drier	---	11/15/76
16. Vitae	H. Drier	---	11/15/76
17. Position Description	H. Drier	---	11/15/76
18. Arrangements, Content & Procedures for National Workshop	K. Kimmel	H. Drier	11/11/76
19. Dissemination	H. Drier	R. Coatney	11/12/76
20. Quarterly, Annual and Final Report	H. Drier	R. Coatney	11/16/76
21. National Advisory and Steering Committee Meetings	H. Drier	R. Coatney	11/17/76
22. Resume	K. Kimmel	H. Drier	11/12/76
23. Problem Statement	K. Kimmel	---	11/15/76
24. Product Description	K. Kimmel	---	11/16/76
25. Product (Output) Rationale	K. Kimmel	---	11/16/76
26. Management Procedures and Responsibilities	H. Drier	R. Coatney	11/20/76
27. Work Flow Network	R. Coatney	H. Drier S. Gyuro	11/20/76

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Technical Planning Tasks
(Continued)

Task	Staff Responsibilities	Review	Timing
28. Ohio Agreement	H. Drier	---	11/20/76
29. NMU Agreement	H. Drier	---	11/15/76
30. Work breakdown structure (both components)	K. Kimmel	C. Weaver H. Drier	11/15/76
31. Task association with work breakdown structure	K. Kimmel	C. Weaver	11/15/76

TASKS ASSOCIATED WITH WORK FLOW NETWORK

5.1.1 - Establish list of national leaders in business, industry, and labor.
(Walter)

5.1.2 - Select representative sample of leaders in business, industry, and labor.
(Weaver-Berg)

5.1.3 - Review of suggested list by National Advisory Committee.
(Weaver-Berg)

5.1.4 - Contact and gain confirmation of national leader participation.
(Weaver)

5.2.1 - Establish tentative categories of cooperative agreements.
(Walter)

5.2.2 - Classify agreement categories which reflect different aspects of educational programs.
(Walter)

5.2.3 - Have national leaders review and modify matrix.
(Walter-Weaver)

6.1.1 - Establish criteria for analysis and inclusion of cooperative agreements.

6.1.2.1 Review literature for discovering possible cooperative agreements.
(Sandra-Weaver)

6.1.2.2 Prepare cooperative agreements survey instrument.
(Weaver-McCaslin)

7.1.1 - Plan for orientation pertaining to business, industry and labor cooperative agreements
(Weaver)

MEMORANDUM

FROM

OFFICE OF THE DEAN OF EDUCATION

February 10, 1977

Dean Berg:

One of the activities that Harry has been following is to prepare a monthly project review report under the heading of MILESTONES for in-house use here at the Center. I am attaching a xerox copy for the months of December and January. It does put into perspective the activities and accomplishments in which we have been involved. I thought that those of us directly involved in the project would find it to be of interest.

If there are omissions please let me know and I'll try to include them in the February report.

Chuck

Charles E. Weaver

cc: Harry Drier
Sandra Hampton
Walter Stein

Monthly Review Report
Cooperative Rural Guidance Report
(Northern Michigan's Report-056A)

Program Project Code:	056A
Month:	December 1976
Project Director:	Charles Weaver

MILESTONES

- Identified tasks associated in work flow network and prepared a work network flow chart.
- Completed first draft of project technical plan.
- Identified a listing of 77 potential members to a national panel of experts and extended an invitation to them to be project review participants.
- Developed a key sort card for recording information on current operating agreements.
- Developed a first draft of a national survey form which is now being reviewed.
- Presented an overview of project at a Regional Conference on Education/Work and School Placement Services - November 29-30, 1976.
- Requested copies and/or notes of presentations of relevant topics to rural youth that were presented at the Commissioner's Conference on Career Education in Houston, Texas - November 7-10, 1976.
- Developed a project brochure describing cooperative agreements for Rural Career Guidance programs.
- Made an ERIC search of relevant literature using 1970 as the base date.
- Filled one expanded position on the National Advisory Committee and have made overtures for filling a second position.
- Participated in National Advisory Committee Meeting in Houston, Texas - December 8, 1976.
- Prepared a preliminary glossary of project terms.

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ESTIMATED SCHEDULE STATUS OF THE PROGRAM/PROJECT

- On schedule

DEVELOPMENT OF INFORMATION OF CONTRACT/GRANT DELIVERABLES (PRODUCTS)

- N/A

OTHER CRITICAL EVENTS AND/OR PROBLEMATIC SITUATIONS OCCURRING THIS MONTH

- N/A

Monthly Review Report

Cooperative Rural Guidance Report

(Northern Michigan's Report - 056A)

Program Project Code: 056A
Month: January 1977
Project Director: Charles Weaver

MILESTONES

- Secured a printout of the names and addresses of 7,789 rural/small schools in the United States from ERIC/CRESS, Las Cruces, New Mexico, and identified contact schools in each state by random sampling.
- Completed a revision of the project survey instrument and forwarded it to Northern Michigan University. This was followed by a one-day visit by Dean Berg and a three-day visit by Sandra Hampton of NMU at which time another revision of the survey was made. Further revisions of the instrument are in progress.
- Assisted in developing detailed plans for activities to be carried out at the installation workshop to be held at NMU, Marquette, Michigan on February 20-22, 1977.
- Prepared an ERIC literature search reporting form and identified staff assignments for its completion.
- Presented an overview of the "Cooperative Rural Career Guidance System" research project in a series of three round table discussions at the Fort Hayes Career Center, Columbus, Ohio on January 13, 1977. The program entitled "Meet the Pro's Night" was sponsored by the Service Project Committee, Rho Chapter of Delta Pi Epsilon, professional fraternity for office and distributive education teachers and supervisors.
- Reviewed project with two representatives of North Dakota State University, Fargo, ND.
- Recontacted fifty-three individuals and/or organizations to reinvite them to be on the National Project Advisory Panel (renamed from National Panel of Experts).
- Nominated five additional members to the National Project Advisory Panel who were presenters at the first of six regional workshops held in San Francisco, California on December 10-12, 1976. The purpose of the workshops was to explore and debate the future of career education in the public schools.
- Reviewed thirty-one copies of presentations that were made at the Commissioner's Conference on Career Education in Houston, Texas on November 7-10, 1976. Consideration is being given to incorporating selected programs into the cooperative agreements phase of the project.
- Held two meetings with representatives of a key-sort business firm for reviewing how best to record research reporting data for easy access of users. A 5" X 8" key-sort card is being developed for this purpose. It will be capable of carrying 120 pieces of data.
- Invited Bruce Kingery, International Representative, Education Department, International Union, UAW, Detroit, Michigan to represent Labor on the Project National Advisory Committee. A verbal acceptance was given by him.

- Secured an updated list of Chief State School Officers who are to be contacted when the survey is finalized. Each will be provided a listing of the schools in their state that will receive the survey instrument, six copies of the survey instrument, and a request to involve five state staff members in completing and returning a portion of the survey instrument in order to assure broad coverage in each state

- Prepared a listing of twenty-five members of "Who's Who in Financing and Industry" from the 17th Edition dated 1972-73 as a preliminary to their involvement in the project in order to assure broader participation of business and industry.

- Secured a listing of the labor representative for each state from the 1976-1977 edition of "The National Directory of State Agencies" as a preliminary to their involvement in the project in order to assure broader participation of labor.

- Made plans to participate in the Third National Forum on Education and Work in San Francisco, California that has as its theme, "Education and Work: Directions for the 80's."

Monthly Review Report

Cooperative Rural Guidance Report

(Northern Michigan's Report - 056A)

Program Project Code: 056A
Month: February 1977
Project Director: Charles Weaver

MILESTONES

- Made a presentation at the Third National Forum on Education and Work directed by The Center for Vocational Education, The Ohio State University, and sponsored by National Institute of Education. It was held in San Francisco, February 2-4, 1977, and had as its theme, "Education and Work: Directions for the '80s."

- Received a confirmation of the appointment of Mr. Bruce Kingery to the National Advisory Committee on our project, "Cooperative Rural Career Guidance System" He is International Representative, Education Department, International Union UAW, Detroit, Michigan.

- Participated as speaker and panel member at the Ninth Grade Counselor's Vocational Workshop, Akron, Ohio, February 9, 1977.

- Prepared an alphabetical roster listing of the 31 current members of the National Project Advisory Panel. Invitations were extended to 83 representatives of business, industry, labor and post-high school education. In addition to the 31 favorable responses, 9 indicated that they did not wish to participate. As of 2/17/77, a total of 43 had not yet responded to two invitations that had been mailed.

- On 2/16/77 mailed 16 individual invitations to be members of the National Project Advisory Panel. All but one of these were listed in the January 1977 "DIRECTORY OF MEMBERS" of the National Association for Industry-Education Cooperation (AIEC). The other individual to whom an invitation was mailed is Lou Mandez, Specialist, Industry, Education and Labor on the Staff of Dr. Laurabeth Hicks of the U. S. Office of Education.

- On 2/16/77 reviewed the Northern Michigan University phase of the project on Career Guidance with Dr. Laurabeth Hicks, Director, Secondary Occupational Planning; Senior Associate for Guidance and Counseling, U. S. Office of Education as a part of an orientaiton of the overall project under the direction of Harry Drier. Joining with Dr. Hicks was Dr. David Ashby who is on a temporary assignment with USOE. Afterwards joined with a group from the Center for lunch with the two guests followed by a Staff Development Seminar at which Dr. Hicks was the featured speaker.

- Prepared sample letters to business, education, industry and labor that will accompany the National Survey.

- Assisted in preparation of workshop materials for dissemination of the Rural America Series. These workshops are to be held February 20-22, 1977, and March 23-25, 1977.

- On February 20-22, 1977, participated in a workshop at Northern Michigan University to orient approximately 27 selected educators in Michigan on the Rural America Series developed as a part of a USOE funded project under the Vocational Education Act of 1963 as amended.

- On February 23-25, 1977, concentrated on finalizing the National Survey and related materials that are a part of the project entitled, "Cooperative Rural Career Guidance System."

- On February 28, 1977, readied project materials for the camera-ready typists.

- Participated in substantive future planning for CVE activities.

- Contacted keysort company relative to bids for producing keysort card kits for project product.

- Set up project library and filing system.

CEW/rgs

3/2/77

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Monthly Review Report

Cooperative Rural Guidance Report

(Northern Michigan's Report - 056A)

Program Project Code: 056A
Month: March 1977
Project Director: Charles Weaver

MILESTONES

- On March 1, 1977, finalized prototype of the National Survey and related materials that are a part of the project entitled, "Cooperative Rural Career Guidance System," for review by the National Advisory Panel. These were taken to camera ready typist for setup for printing.

- Mailed project materials for critical review to 43 members of the Roster of National Project Advisory Panel representing business, education, industry and labor with a request that they complete and return their rating form to us by mail or call in their comments "collect" within one week of receipt.

- Complete analysis performed of needs for services and materials for final dissemination and return of survey instrument and related materials.

- Prepared an item concerning the project as followup to the "Vo-Tech Brief" appearing in the December 1976 issue of the AV Journal and forwarded it to Mr. Harry Cutler, Managing Editor of the AV Journal, for his consideration for inclusion in a subsequent issue. A return letter dated March 11, 1977, stated that it is scheduled for April publication.

- Drafted a description for a potential program at the 1977 AVA Convention with Drier and Weaver as presenters entitled, "Community Cooperation for Improved Guidance Delivery."

- Presented the expanded rural guidance project overview to the 48 counselors and staff who are participating in a National Alliance of Businessmen's project with Ohio State University. This is a part of a 60 hour, on-the-job training to see first-hand what a variety of vocations are like with the goal of increasing the effectiveness of the school counselors.

- Revised the list of representatives of business and industry on National Advisory Panel using the 18th Edition 1974-75 issue of Marquis WHO'S WHO IN FINANCE AND INDUSTRY, and the 1977 edition of Standard & Poor's REGISTER OF CORPORATIONS, DIRECTORS AND EXECUTIVES.

- Attended and participated in the 1977 Annual Convention of the American Personnel and Guidance Association in Dallas, Texas. The theme of the convention was: "Advocates for Human Ecology 25 Years of Commitment." The project materials were reviewed and the expanded project described. Reaction was highly favorable by the audience, with one attendee describing the presentations as "superb!"

- Project materials were mailed to the 7 members of the Project Advisory Committee asking that they critically review the questionnaire and illustrative examples that are part of The National Survey. It was indicated to them that only the materials dealing with the type of organization they were representing were included for their review, although the entire packet was available upon request.

- Included an explanation of the expanded project on rural guidance at a breakfast meeting presentation on March 16 for a group of men at the Dublin Community Church.

- Spent two sessions of extended staff meeting time preparing for a 3-day Rural Career Guidance Workshop to the held on March 21-24 at The Center for Vocational Education. In attendance will be representatives of the Field Test Sites for the expanded project.

- Participated with representatives of 8 field test sites and 8 additional guests and consultants in a workshop from March 21-24 at which time the Rural Guidance Project publications were reviewed. Efforts were made by Center staff to provide variety and interest through guest speakers, games, discussions, and many brainstorming activities. The evaluation reports indicated that these efforts were appreciated and enjoyed.

- Reviewed the Survey Materials and made changes to conform with suggestions made in comments and reactions from National Project Advisory Panel representatives, from the National Project Advisory Committee, and from staff at Northern Michigan University.

- Re-edited, revised and expanded handbook on Rural Perspectives Toward Career Development, a product of the previous project. Handbook has been printed and disseminated along with all other products.

CEW/rgs

3/30/77

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM
COOPERATIVE AGREEMENTS PHASE

Status Report on Tasks APRIL/MAY-1977

Task # & Status	Description of Task (from tasks associated with Work Flow Network)	Institution Responsible	Person Assigned	Due Date	Remarks
Delayed					
6.1.1	Establish criteria for analysis and inclusion of cooperative agreements.	CVE Develop NMU ok	CEW WMS SH	12/15	Needs finalization
6.1.2.1	Review literature for discovering possible cooperative agreements.	CVE NMU	CEW WMS SH	1/24	1/3 complete
7.1.3	Evaluate orientation for revision purposes	CVE	CEW	4/1	
Current (for May & June)					
5.2.4	Complete Matrix	CVE Develop NMU ok	WMS SH	6/6	Needs final review & ok
6.1.3.1	Contact business, industry & labor for cooperative agreement information	CVE	CEW	5/15	Done
6.1.3.2	Contact secondary schools for cooperative agreement information	NMU	SH	5/15	
6.1.3.3	Contact post-secondary schools for cooperative agreement information	NMU	SH	5/15	
6.1.3.4	Contact national student leaders and state departments of ed. for cooperative agreements	NMU	WMS	5/15	Done
6.1.4	Collate and analyze returns: secondary and post-secondary schools bus./ind./labor, S.D.E.'s & student leaders	 NMU CVE	 SH WS & CW	 6/3 6/3	What is status of computer use?
6.1.5	Establish criteria and format for inclusion of existing agreements	CVE Develop NMU ok	WMS SH	6/17	Final version depends on 6.1.4
6.1.6	Start to review returns from survey for inclusion in set of existing agreements.	CVE - B.I.L. SDE's & Youth Ldrs. NMU & Sec. & Post-sec.	CEW WMS SH	7/15	

Status Report on Tasks (Cont.)

Task # & Status	Description of Task (From tasks associated with Work Flow Network)	Institution Responsible	Person Assigned	Due Date	Remarks
Current					
6.3.1	Determine format for prototype development and publication of existing agreements (Outline)	CVE Develop NMU Ok	WMS	5/9	Danger of deadline slippage
6.3.2	Establish content criteria for prototypes (depends on completion of 6.1.4 & 6.1.5)	CVE Develop NMU Ok	CEW WMS	5/27	
6.3.3	Review format and criteria	CVE NMU	WS & CW SH	7/8	

DEADLINES FOR COMPLETION OF ABOVE TASKS WEEK OF

	Delayed	5/2	5/9	5/16	5/23	5/30	6/6	6/13	6/20	6/27	Future	
6.1.1	XXXXX											Done
6.1.2.1	XXXXX											
7.1.3	XXXXX											
5.2.4							X					
6.1.3.1			X									Done
6.1.3.2			X									
6.1.3.3			X									
6.1.3.4			X									Done
6.1.4						X						Ed. & BIL Seg
6.1.5								X				
6.1.6											XXX	
6.3.1			X									
6.3.2					X							
6.3.3											XX	

ccw

Monthly Review Report

Cooperative Rural Guidance Report

(Northern Michigan's Report - 056A)

Program Project Code:	056A
Month:	April 1977
Project Director:	Charles E. Weaver

MILESTONES

- Participated in the third Counselors-Engineers Conference and Dinner on Friday, April 1, 1977, sponsored by the Engineers Foundation of Ohio (EFO). The theme of the conference was "Sharing Our Responsibilities to the Students." The overall goal is to develop approaches to answer the question, "How Can We Work Together?"
- Met with Dean Berg and Sandra Hampton for two days to finalize the National Survey Instruments for collecting cooperative agreements for the Cooperative Rural Career Guidance Project.
- Composed a letter that will be individually addressed to all State Superintendents of Public Instruction soliciting assistance from six of their educational leaders as a part of the national study. This request represents 300 educators with responsibilities for Guidance and Counseling, Vocational Education, Career Education, Instruction and Curriculum, Research Coordinating Unit, and Coordinators for Industry-Education-Labor.
- Extended the roster to 240 selected representatives of business, education, industry and labor to contact for information regarding cooperative agreements.
- Staff participated as moderators in four sessions of an EPDA Training Workshop at the Center for Vocational Education on April 18-19, 1977. The theme for the workshop was "Improving Vocational Teacher Education Department Linkages with Business, Industry and Labor."
- Mailed the National Survey to 2,586 rural schools, 50 State Departments of Education, 7 National Advisory Committee members, 31 members of the National Advisory Panel, 33 business, 31 industry and 69 labor representatives. Remaining to be mailed are Survey Forms to 300 post high school technical centers.
- Participated in a program entitled, "Community Cooperation for Guidance Expansion," at the 1977 Ohio Personnel and Guidance Association Convention held in Columbus, Ohio, on April 28-29, 1977.

- Developed plan and time schedule to review and bring all project tasks for May and June 1977 into line with the overall time-phased network.
- Developed checklist and criteria for reviewing submitted cooperative agreements and publishing submitted and prototype agreements.
- Developed outline for prototype development and publication of cooperative agreements.
- Reviewed, made plans and received estimates for drafting of cooperative agreements.

CEW/rgs

cc: Harry Drier
Dean W. A. Berg
Sandra Hampton
Walter Stein

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Monthly Review Report

Cooperative Rural Guidance Report

(Northern Michigan's Report - 056A)

Program Project Code:	056A
Month:	May 1977
Project Director:	Charles E. Weaver

MILESTONES

- Developed and reviewed an in-house "Status Report on Tasks," both delayed and current for May and June 1977. This information was forwarded to the staff at Northern Michigan University and reviewed by telephone. Sandra Hampton was extended an invitation to spend several days early in June in Columbus to finalize the Literature Review and to help develop a system for processing the National Survey information on an organized basis.

- Drafted a form letter to respond to 45 letters of inquiry for materials and information concerning the project. These letters were mailed along with the marketing brochure providing details of the recently completed sixteen career guidance program handbooks and the two descriptive brochures of the project. The letters also listed the four additional career guidance products to aid rural/small school youth that are to result from the present consortium.

- Reviewed the NMU Operating Report for the month ending 3/31/77. A quick analysis reveals a project deficit of $6,365.08. A letter was drafted to Dean Berg calling his attention to it and requesting his reactions.

- Met with representatives from seven independent states in Africa to describe to them our rural guidance project. They have a great concern for assisting youth in rural areas in their countries.

- Assisted personnel in three of the field test sites via periodic telephone conversations, reviewing their reports, and in staff meetings held at the Center. Extended an invitation to Dr. Martin Essex, member of the National Project Advisory Committee, to visit the Nelsonville site on Thursday, July 28.

- Reviewed returns from the National Sruvey and prepared appropriate correspondence to reply to questions and/or concerns.

- Two large boards containing the matrix of Cooperative Agreements have been developed and received. One is being used to record features of cooperative agreements submitted by business, industry and labor; the other fills the same function for agreements submitted by educational organizations (K-14). The purpose is to identify graphically voids in the present set of agreements so that prototypes can be developed to fill these voids.

- Prepared a Proposed Outline for a GUIDE TO NEGOTIATING, WRITING AND INSTALLING COOPERATIVE AGREEMENTS BETWEEN EDUCATIONAL INSTITUTIONS (K-14) AND BUSINESS, INDUSTRY AND LABOR DESIGNED FOR USE IN RURAL COMMUNITIES. It is designed to answer the what, why, who, where, how, when of cooperative agreements.

- Finalized an "Advisers Evaluation Form" and a letter to be mailed to the members of the National Advisory Council and the National Advisory Panel requesting their reaction to the "Proposed Outline" referred to in Item above.

- Met in Washington with Dean Berg and Harry Drier to discuss the status of the project. At this meeting it was decided to centralize responsibility for Northern Michigan University phase of the project with the project director at The Center for Vocational Education, OSU.

- Held a breakfast meeting to discuss the project with Dave Pritchard, Project Monitor, before meeting with five additional representatives of business, industry and labor. These were: Evelyn Ganzglass, Work & Education Project Staff, Department of Labor; Janet David, Coordinator of Education & Youth Program, American Petroleum Institute; Robert Varnerin, Editor-Treasurer, National Association for Industry-Education Cooperation; Cleve Randle, Senior Advisor, Federal Coordination for Industry-Education-Labor; Kenneth Edwards, Director of Skill Improvement & Training, International Brotherhood of Electrical Workers. The group members were very complimentary and supportive of past and current project directions.

- Drafted a letter to Dean Berg setting forth understandings as a result of the Washington meeting.

- Cooperatively developed two issues of the project newsletter, The Rural Connection, an intersite communication device for participants in the field test of the Rural America Series.

- Reviewed documents on rural career guidance, set up a cataloguing system and physically established a project library starting with 108 items.

CEW/rgs

6/1/77

Monthly Review Report

Cooperative Rural Guidance Report

(Northern Michigan's Report - 056A)

Program Project Code: 056A
Month: June 1977
Project Director: Charles E. Weaver

MILESTONES

- Scheduled a staff luncheon with Dr. Essex, a member of the National Advisory Committee for the project. He was updated on the two-phase extension of the Rural Guidance Project and shown the new marketing brochure and the sixteen guidance publications that have resulted from the initial rural guidance project. His suggestions were requested for publicizing the current project and for ideas where it might be expanded.

- Answered 58 additional requests to the original 45 for project materials.

- Revised the Postsecondary Education Institution National Survey of Cooperative Agreements and mailed it to 300 Directors of Student Personnel Services. Included in the packet was a project descriptive brochure and a cover letter of explanation and instructions, along with a return envelope.

- Called 33 State Directors of Guidance as a followup to a mailing of the National Survey to State Departments of Education. In only 5 of the 33 states had the survey form been forwarded to them from the State Superintendent. These individuals appeared to be most cooperative in indicating a willingness to complete the survey and to make contacts with local schools to whom the surveys had been mailed in their respective states.

- Mailed to the 33 State Directors of Guidance a roster of the schools that had been sent a national survey with the names checked from whom a response had been received. Included a survey for each to complete along with from 8 - 15 extra copies of the survey, a return envelope and a descriptive brochure for use in recontacting school representatives or in making new contacts.

- Forwarded a description of the project to the editors of HUMAN SERVICES IN THE RURAL ENVIRONMENT in Wisconsin, and to RURAL GLEANINGS in Canada for their consideration in including it, or portions of it, in a future issue.

- Participated in substantive planning group for Personnel and Leadership Development. Emphasis was on facilities planning.

- Tabulated the responses on 19 Advisors' Evaluation Forms that were returned from members of the National Advisory Committee and the National Advisory Panel in answer to a request to review a proposed outline of a projected publication entitled GUIDE TO NEGOTIATING, WRITING AND INSTALLING COOPERATIVE AGREEMENTS. All suggestions have been listed. These will be analyzed and as many as possible will be implemented.

- Recorded all responses received to date from national survey on matrix boards. Inspected same preparatory to planning for generating prototype agreements.

CEW/rgs
6/29/77

Monthly Review Report

Cooperative Rural Guidance Report

(Northern Michigan's Report - 056A)

Program Project Code: 056A
Month: June 1977
Project Director: Charles E. Weaver

MILESTONES

- Scheduled a staff luncheon with Dr. Essex, a member of the National Advisory Committee for the project. He was updated on the two-phase extension of the Rural Guidance Project and shown the new marketing brochure and the sixteen guidance publications that have resulted from the initial rural guidance project. His suggestions were requested for publicizing the current project and for ideas where it might be expanded.

- Answered 58 additional requests to the original 45 for project materials.

- Revised the Postsecondary Education Institution National Survey of Cooperative Agreements and mailed it to 300 Directors of Student Personnel Services. Included in the packet was a project descriptive brochure and a cover letter of explanation and instructions, along with a return envelope.

- Called 33 State Directors of Guidance as a followup to a mailing of the National Survey to State Departments of Education. In only 5 of the 33 states had the survey form been forwarded to them from the State Superintendent. These individuals appeared to be most cooperative in indicating a willingness to complete the survey and to make contacts with local schools to whom the surveys had been mailed in their respective states.

- Mailed to the 33 State Directors of Guidance a roster of the schools that had been sent a national survey with the names checked from whom a response had been received. Included a survey for each to complete along with from 8 - 15 extra copies of the survey, a return envelope and a descriptive brochure for use in recontacting school representatives or in making new contacts.

- Forwarded a description of the project to the editors of HUMAN SERVICES IN THE RURAL ENVIRONMENT in Wisconsin, and to RURAL GLEANINGS in Canada for their consideration in including it, or portions of it, in a future issue.

- Participated in substantive planning group for Personnel and Leadership Development. Emphasis was on facilities planning.

- Tabulated the responses on 19 Advisors' Evaluation Forms that were returned from members of the National Advisory Committee and the National Advisory Panel in answer to a request to review a proposed outline of a projected publication entitled GUIDE TO NEGOTIATING, WRITING AND INSTALLING COOPERATIVE AGREEMENTS. All suggestions have been listed. These will be analyzed and as many as possible will be implemented.

- Recorded all responses received to date from national survey on matrix boards. Inspected same preparatory to planning for generating prototype agreements.

CEW/rgs
6/29/77

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM
COOPERATIVE AGREEMENTS PHASE

STATUS REPORT ON TASKS - JULY-AUGUST

Task No. & Status	Task Description (From Tasks Associated w/Workflow Network)	Institution Responsible	Person Assigned	Due Date	Remarks
Delayed 6.1.2.1	Review literature for discovering possible Cooperative Agreements	CVE NMU	CW SH WS	1/24	1/3 complete
7.1.3	Evaluate orientation for review purposes	CVE	CW	4/1	Recommend Drop
6.1.4	Collate and analyze returns from Secondary and Postsecondary schools Business, Industry, Labor and State Leaders	CVE	WS CW	6/3	In process
6.3.3	Review format and criteria for content and publication of existing and prototype agreements	CVE	CW WS	7/8	Written
Current 6.1.6	Complete review of returns from survey for inclusion in set of existing agreements	CVE	CW WS	7/15	In process
6.3.4	Finalize format and criteria	CVE	CW WS	7/31	Depends on 6.3.3
6.3.5	Develop drafts on all prototypes		CW WS	8/31	
6.3.6	Send out drafts for review by advisory panel	CVE	CW WS	8/31	Complete by 10/31

Task No. & Status	Task Description (From Tasks Associated w/Workflow Network)	Institution Responsible	Person Assigned	Due Date	Remarks
6.1.7	Determine all acceptable agreements	CVE	CW WS	7/31	
6.1.8	Codify and rank all acceptable agreements	CVE	CW WS	8/8	
6.1.9	Start to abstract all acceptable cooperative agreements	CVE	WS	8/8	Complete by 9/15
6.2.1	Determine voids in matrix	CVE	CW WS	8/31	
7.3.1	Review all products to date to determine use in National Workshop	CVE	CW WS	8/31	

Task No.	Deadlines for Completion of Above Tasks										
		Week of									
	Delayed	7/4	7/11	7/18	7/25	8/1	8/8	8/15	8/22	8/29	Future
6.1.2.1	Due 1/24										
7.1.3	Due 4/1										
6.1.4	Due 6/3										
6.3.3	Due 7/8										
6.1.6			X								
6.3.4					X						
6.3.5										X	
6.3.6									START	X	COMP. 10/31
6.1.7					X						
6.1.8							X				
6.1.9						START	X				COMP. 9/15
6.2.1										X	
7.3.1										X	

TASKS 7/5 - 7/8 (8 WORK DAYS)

1. COMPLETE QUARTERLY REPORT
2. RECORD NEW SURVEY RETURNS ON CHART (S)
Revise Outline for Guide
3. MAKE NEW STATUS REPORT ON TASKS
4. START INSTALLATION GUIDE
5. ANALYZE CHARTS TO DETERMINE VOIDS
6. START WORK ON PROTOTYPE AGREEMENTS
7. ANALYZE AGREEMENTS RECEIVED FOR INCLUSION IN MASTER SET OF AGREEMENTS
8. LOOK INTO POSSIBILITY OF VISIT TO [illegible] (USE AS CASE STUDY)

Monthly Review Report

Cooperative Rural Guidance Report

(Northern Michigan's Report - 056A)

Program Project Code: 056A
Month: July, 1977
Project Director: Charles E. Weaver

MILESTONES

- Prepared a "Status Report on Tasks - July-August" which summarizes and updates project tasks associated with the work flow network, identifies the person assigned to complete the task, and reestablishes and/or updates target dates for completing the tasks.

- Revised outline of the project publication, Increasing Guidance Effectiveness Through School-Community Cooperation on the basis of inputs by a review panel of some 35 persons in business, education, industry and labor.

- Wrote an initial draft of a FOREWORD for the projected publication entitled Increasing Guidance Effectiveness Through School-Community Cooperation: A Guide to Negotiating, Writing and Implementing Cooperative Agreements Between Educational Institutions (K-14) and Business, Industry, and Labor for Use by Rural/Small Schools and forwarded it to Dean Berg for his critique and input.

- Wrote an initial draft of the introduction, scope and methodology sections of Chapter I of the guide named above.

- Developed a tentative reporting form for possible use in our product and for summarizing cooperative agreements between business, industry, labor and education consisting of identification of the source and ten sectional headings that describe the agreement comprehensively.

- Used the tentative reporting form in summarizing an existing cooperative agreement, and in developing a potential cooperative agreement as an initial test of the reporting form.

- Employed Joan Blank as a professional writer consultant on a part-time basis to begin developing reports of agreements from the information received from the national surveys.

- Answered 12 additional requests to the previous 103 for project materials.

- Provided an overview of the project at the first meeting of the Tri-County Career Guidance Advisory Committee on Thursday, July 28. Approximately 50 school and community representatives were in attendance for the half-day meeting. Presenters included Dr. Martin Essex, a member of the National Advisory Committee on the project; Dr. James Altschuld, Assistant Project Director; Dr. John Light, Superintendent, Hocking Technical College, and Earl Parkins, Superintendent, Tri-County Joint Vocational School.

- Entered all data on the Analysis Matrix for Cooperative Agreements Between Business, Industry, Labor and Education as it was received on the National Survey Instrument.

CEW/maf
8/1/77

Monthly Review Report

Cooperative Rural Guidance Report

(Northern Michigan's Report - 056A)

Program Project Code: 056A
Month: July, 1977
Project Director: Charles E. Weaver

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CEW/maf
8/1/77

Monthly Review Report

Cooperative Rural Guidance Report

(Northern Michigan's Report - 056A)

Program Project Code: 056A

Month: August, 1977

Project Director: Charles E. Weaver

MILESTONES

- Requested from Dr. Willard Wirtz, President, National Manpower Institute, Washington, D.C., any information received in response to his invitation to the Secretaries of Commerce, Labor, and HEW to report new ways to bring the world of work and the institutions of education closer together.

- Requested of David Bushnell, Project Director, "Study of Exemplary Cooperation Between Institutions Providing Post-Secondary Non-Baccalaureate Vocational Education," Washington, D.C., to be added to the mailing list to receive the summary of 21 site visitations being conducted this summer.

- Response to Wirtz letter attributed the quote to President Ford so no help was provided.

- Karl A. Gudenberg, Program Officer, National Manpower Institute, Washington, D.C., called on August 2 to inquire about our Cooperative Rural Career Guidance System. We agreed to exchange information concerning our project involvements. An invitation was also extended to him to attend the Rural Guidance Project Briefing in Washington September 7-8, 1977. I plan to visit his office on September 6 to meet him and to learn if and how we may be able to use some of their information in our project.

- Verified with Bruce Kingery, Labor, and Melvin McCutchan, Business and Industry, of their plans to attend the Washington meeting with expenses paid through project funds at NMU. Approval was verified with Dean Berg who also plans to be in attendance.

- Project staff revised a reporting form for existing and/or potential cooperative agreements.

- Project staff began the process of analyzing submitted cooperative agreements and writing them on the reporting forms.

- In an attempt to increase the overall data base of the National Survey of Cooperative Agreements through additional contacts, a proposal listing objectives, methodology, additional services, and budget was developed and submitted to Dean Berg on August 10, 1977.

- Project staff reviewed all of the materials collected from the Houston Career Education Conference to determine what was useful in terms of a review of the literature and in terms of reporting existing or potential cooperative agreements between business, industry, labor and education.

- Held a workshop August 16-17 at the Crystal Falls, Michigan, Rural America Fieldtest site, for a local committee to develop behavioral objectives. The purpose was to meet five major needs as identified on a Needs Assessment Survey completed by 100 respondents representing 11 students, 39 parents, 1 dropout, 3 administrators, 17 recent graduates, 13 staff members, 11 community members and 5 employers.

- Answered 8 additional requests to the previous 115 for project materials.

- Entered all data from the National Survey Instrument during the month as it was received on the Analysis Matrix for Cooperative Agreements between Business, Industry, Labor and Education.

- Project staff completed the Literature Review of Cooperative Programs Involving Education/Work for Rural Youth identified in a Computer Search of ERIC.

- Project staff reviewed the titles of all materials that have been filed in the project library and chose 36 that seemed to have potential for reporting cooperative agreements.

- Project staff drafted a Foreword and Chapters I and II of a proposed publication entitled, INCREASING GUIDANCE EFFECTIVENESS THROUGH SCHOOL-COMMUNITY COOPERATION: A Guide to Negotiating, Writing and Implementing Cooperative Agreements Between Educational Institutions (K-14) and Business, Industry and Labor for Use by Rural/Small Schools.

CEW/maf
8/30/77

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM
COOPERATIVE AGREEMENTS PHASE

STATUS REPORT ON TASKS-SEPTEMBER-OCTOBER, 1977

TASK NO. & STATUS	TASK DESCRIPTION (FROM TASKS ASSOCIATED W/WORK FLOW NETWORK)	REMARKS	DUE DATE	REVISED DATE	PERSON(S) ASSIGNED
DELAYED					
6.1.6	Complete review of returns from survey for inclusion in set of existing agreements	In Process	7/15	9/30	C. Weaver J. Blank
6.3.5	Develop drafts of all prototypes		8/31	12/15	C. Weaver W. Stein J. Blank J. Argeropoulos
6.3.6	Send out prototype drafts for review by advisory panel		10/15	12/15	C. Weaver W. Stein
6.1.7	Determine all acceptable agreements		7/31	9/30	C. Weaver J. Blank J. Argeropoulos
6.1.8	Codify and rank all acceptable agreements		8/8	10/10	C. Weaver
6.2.1	Determine voids in matrix		8/31	9/30	W. Stein J. Blank
7.3.1	Review all products to date to determine use in national workshop	Products Delayed	8/31	12/15	C. Weaver W. Stein H. Drier
CURRENT					
6.1.9	Abstract all acceptable cooperative agreements (exemplary)	In Process Depends on 6.1.7	9/15	10/15	C. Weaver J. Blank J. Argeropoulos
7.3.2	Develop National Workshop plan	W/H. Drier & group	9/9	11/1	C. Weaver J. Argeropoulos

STATUS REPORT ON TASKS continued

TASK NO. & STATUS	TASK DESCRIPTION (FROM TASKS ASSOCIATED W/WORK FLOW NETWORK)	REMARKS	DUE DATE	REVISED DATE	PERSON(S) ASSIGNED
7.3.3	Complete details of all materials for National Workshop	w/H. Drier	9/16	11/15	C. Weaver J. Argeropoulos
7.3.4	Prepare camera-ready copy	Depends on 6.1.9	10/14	12/30	W. Stein
7.3.5	Produce copies for National Workshop		10/31	12/30	C. Weaver
6.2.2	Prioritize voids for prototype development	Depends on 6.2.1	9/23	10/10	C. Weaver & Staff
6.2.3	Panel review of priorities for prototypes	Start planning	10/31		C. Weaver
6.3.6	Panel review of drafts	Constraints 7.3.5	10/28	12/15	C. Weaver

DEADLINES FOR TASK COMPLETION

		WEEK OF									
	DELAYED	9/5	9/12	1/19	9/26	10/3	10/10	10/17	10/24	10/31	FUTURE
6.1.6	Due 7/15				X						
6.3.5	Due 8/31										12/15
6.3.6	Due 8/31										12/15
6.1.7	Due 7/31				X						
6.1.8	Due 8/8						X				
6.2.1	Due 8/31				X						
7.3.1	Due 8/31										12/15
6.1.9							X				
7.3.2											11/1
7.3.3											11/15
7.3.4											12/30
7.3.5											12/30
6.2.2							X				
6.2.3										X	
6.3.6											12/15

RESPONSES TO NATIONAL SURVEY OF COOPERATIVE AGREEMENTS

Group	No. Mailed	Replies	Potential Use
Business	33	2	1
Industry	31	6	1
Labor	69	7	4
State Departments	300	52 (26 states)	21
Post Secondary	300	80	53
Advisory Panel	49	5	2
Advisory Committee	7	1	—
Totals	789	153	82

Public School Response

Mailed from Michigan	2,586	Returns:	110
		Adequate	4
		Promising	23
		Poor-Fair	83
Second mailing to State Departments	300	Returns:	26
		Adequate	
		Promising	20
		Poor-Fair	6

Recapitulation

Total Survey Instruments Mailed - 3,675

Total Returns - 289

Total With Potential Use - 129

CEW/maf
9/1/77

Monthly Review Report

Cooperative Rural Guidance Report

(Northern Michigan's Report - 056A)

Program Project Code: 056A

Month: September, 1977

Project Director: Charles E. Weaver

MILESTONES

- Shared progress and concerns of our rural guidance project with members of the National Advisory Committee at a meeting in Washington, D.C. on September 7, 1977. Suggestions were offered by them to resample the same schools via postcard questionnaire and to make a limited number of telephone calls in attempts to secure additional inputs on cooperative agreements that are in existence.

- As a result of the above item, project staff prepared a postcard miniquestionnaire with an invitation to respond and mailed it to school counselors in each of 50 randomly selected schools, and in 20 postsecondary educational centers. Each of these schools or centers had not responded to the original survey instrument mailed in April. This was an attempt to learn if the survey had been received and the reason for not responding in addition to asking if any staff member in his or her school has a working relationship with business, industry or labor.

- Presented an overview of our procedures and goals in conducting a national survey of cooperative agreements as a part of a National Briefing on the rural guidance project in Washington, D.C. on September 8, 1977. The briefing was attended by approximately 50 representatives of agencies and government.

- Reviewed various publications in the office of David Pritchard, Project Officer, at USOE in an attempt to locate reported examples of cooperative agreements between business, industry, labor and various levels of education for possible inclusion in the projects publication(s).

- Held a personal interview with Dr. Kenneth Hoyt who has returned to head the USOE Career Education Office to seek his input on the career guidance project. A personal interview was also held with Karl Gudenberg, Program Officer, National Manpower Institute to seek his reactions to the National Briefing that he attended and to elicit his suggestions for coverage in the project.

- Sent Memorandum to the attendees of the National Briefing on the Rural Guidance Program that was held in Washington, D.C. It was an additional effort to secure from them actual or potential ideas for cooperative agreements.

- Project staff developed a Memorandum with an accompanying ADDITIONAL INFORMATION FORM which was forwarded to 25 selected respondents to the National Survey of Cooperative Agreements. It is hoped that with the additional information requested that an acceptable example of an existing cooperative agreement can be developed.

- Answered 5 additional requests for project information.

- Three members of the project staff participated in a workshop at the 25th All Ohio Guidance Conference held in Columbus, Ohio on September 30, 1977. The title of the workshop session was, "Community Cooperation for Improved Guidance Delivery."

- Project staff has completed approximately 80% of the descriptive portion of the project publication(s) on cooperative agreements in first draft form.

- Called guidance personnel in each of twelve centers to conduct a telephone interview regarding cooperative agreements in their center. This was an additional followup procedure resulting from recommendations made by the National Advisory Council. These interviews were tape recorded and transcribed for project use.

CEW/cb
10/3/77

Monthly Review Report

Cooperative Rural Guidance Report

(Northern Michigan's Report - 056A)

Program Project Code: 056A

Month: October, 1977

Project Director: Charles E. Weaver

MILESTONES

- Contacted by memorandum 43 Directors of funded programs of Career Education in Ohio requesting a copy of the last two or three issues of their newsletter publications. This is an additional attempt to locate examples of cooperative agreements between business, education and labor and various levels of education.

- Project staff participated in substantive planning committee review, October 5, of that portion of the National Center for Research in Vocational Education (NCRVE) proposal dealing with the National Academy and the Advanced Study Center related to NCRVE.

- Participated as Advisor to the Guidance Division of the Ohio Vocational Association. The culmination of their annual organizational activities was the Ohio Vocational Association Convention held in Columbus, Ohio, October 6-8, 1977. The theme of the convention was "Keys to Vocational Education."

- Project staff participated in an OHIO CAREER GUIDANCE PROGRAM WORKSHOP FOR MEDIUM SIZED AND SMALL SCHOOLS on October 12-13, 1977, at The Center for Vocational Education.

- Visited the project field test site in Nelsonville, Ohio to review progress and projected planning to involve all of the schools in the Tri-County Joint Vocational School area. It is believed that this personal approach to cooperation will provide a stimulus for keeping the project on a designated time schedule. Obtained commitment to complete the field test on schedule and within suggested parameters.

- Prepared a memorandum to be mailed to all members of the National Advisory Panel and the National Advisory Committee for the Cooperative Career Guidance Project requesting their reactions to a draft of the first three chapters of a project publication entitled, GUIDE TO NEGOTIATING, WRITING AND INSTALLING COOPERATIVE AGREEMENTS.

- Mailed above memorandum, an Advisers Evaluation Form, and the first three chapters of the publication, GUIDE TO NEGOTIATING, WRITING AND INTALLING COOPERATIVE AGREEMENTS to all members of the National Advisory Panel and the National Advisory Committee for the Cooperative Rural Career Guidance Project with a request that they react to it within a week of receipt or no later than November 15, 1977. This will provide approximately 60 field reviews of the partial draft of the product.

- Continued reviewing a variety of publications to discover descriptions of cooperative agreements between business, industry, labor and various levels of education and excerpted those considered appropriate for inclusion as existing agreements in the project publication.
- Prepared and mailed a personal letter to each of the ten respondents to a COOPERATIVE RURAL CAREER GUIDANCE SYSTEM MINI-QUESTIONNAIRE who stated that they, or a member of their staff had developed a working relationship with business, industry, labor, or a community organization. An outline for reporting their agreement was included along with a sample completed agreement to serve as a guide in their reporting.

CEW/maf
10/31/77

Monthly Review Report

Cooperative Rural Guidance Report

(Northern Michigan's Report - 056A)

Program Project Code: 056A

Month: November, 1977

Project Director: Charles E. Weaver

MILESTONES

- Project staffers logged, reviewed and tabulated 23 returns of the Advisers Evaluation Form. These were in response to a request for a review of the first three chapters of the publication, GUIDES TO NEGOTIATING, WRITING AND INSTALLING COOPERATIVE AGREEMENTS mailed to 7 members of the National Advisory Committee and 49 members of the National Advisory Panel for the Cooperative Rural Career Guidance Project.

- Prepared a Memorandum that is to be mailed to the contributors of cooperative agreements (descriptions of working relationships) with business, industry and labor with various levels of education. The purpose is to request review of the information as presented in first draft form. A tearoff was provided for them to provide permission to reprint.

- Prepared budgetary information, a listing by title of the cooperative agreements completed in first draft form, and related data for an on-site visit by Dean Berg. Due to weather conditions the plane flight was cancelled and telephone and written communication replaced this effort.

- Contacted Bruce Kingery, labor representative on the National Advisory Committee, relative to additional input in the project by labor representatives. His response was to draft a communication to top labor leaders with educational assignments to invite them to a meeting at The Center for Vocational Education in January 1978 to discuss approaches for greater labor cooperation with education.

- Continued reviewing a variety of publications to discover descriptions of cooperative agreements between business, industry, labor and various levels of education and excerpted those considered appropriate for inclusion as existing agreements in the project publication.

- Mailed rough draft descriptions of cooperative agreements to their authors asking for a review and/or suggested changes along with their permission to use in a projected project publication.

- Mailed letters to five labor representatives inviting them to Columbus, Ohio in January to review the cooperative agreements relating to labor and for possible drafting of additional agreements to fill voids that have been identified.

- Learned from Dean Berg that our request for an additional $5,000 to complete the project has been approved. This will enable continuing existing staff, securing an additional writer to develop cooperative agreements, preparing graphics for the publication, and preparing 60 copies of the finalized project publication.

- Invited Hazel Rockhold of Iowa to develop 40 - 50 cooperative agreements for postsecondary education with business, industry and labor, and for special populations such as the handicapped, retarded, and youth returning from incarceration.

- Clarified responsibilities for a program for the American Vocational Convention in Atlantic City, New Jersey, entitled, "Community Cooperation for Improved Guidance Delivery." Presenters are Melvin McCutchan of Albuquerque , New Mexico of the National Advisory Committee, and Harry Drier and Charles Weaver of the Project Staff.

- Project Staff has planned, in general, all next steps needed to complete project on schedule. These will be reduced to chart form with timelines.

- Project staff has developed a first draft of a proposal to the Ohio Department of Education to undertake a statewide program to disseminate and diffuse a Career Education model and program to rural/small schools in Ohio.

CEW/fm
12/12/77

321

Monthly Review Report

Cooperative Rural Guidance Report

(Northern Michigan's Report - 056A)

Program Project Code:	056A
Month:	December, 1977
Project Director:	Charles E. Weaver

MILESTONES

- Attended and participated in the 71st Annual Convention of the American Vocational Association in Atlantic City, New Jersey from December 2 - 7, 1977. In addition to serving as Secretary to the Policy and Planning Committee of the Guidance Division of AVA and at the Business Meeting, participated in a 1½ hour Secondary/Postsecondary Interest Section on the topic: "Community Cooperation for Improved Guidance Delivery." The current status of the Cooperative Rural Career Guidance System was presented along with passout materials that were much in demand. A capacity room attendance indicated interest in the topic.

- Project staff developed a plan for cooperation with the Ohio Department of Education on a project proposal for expanding career education. The learnings from the Rural Guidance Projects formed the basis of the plan.

- Consulted with project staff on how best to categorize and report cooperative agreements as a part of one of the final publications of the project. Consideration was given to user appeal and greatest potential usefulness in the field. A format was developed which will be tested and modified in terms of practicality in identifying specific job clusters and services provided.

- Compiled, analyzed and summarized the responses of 24 reactors to Chapters I, II & III of the "Guide to Negotiating, Writing and Installing Cooperative Agreements." Two overall suggestions were to shorten the review of the literature and to avoid repetition.

- Negotiated with Melissa Widner to edit the first three chapters of the "Guide to Negotiating, Writing and Installing Cooperative Agreements" with a goal of shortening the review of the literature and to avoid repetition in line with the suggestions by reviewers. She agreed and will be available to begin on Tuesday, January 3, 1978.

- Received replies from the authors of cooperative agreements who indicated their permission to reprint, their satisfaction with the way the agreement was written, or changes to meet their approval. All agreements have been altered where necessary to meet their requests.

- Received and processed five existing cooperative agreements submitted by the Occupational Specialist for Student Services, The School Board of Sarasota County, Florida. Forwarded a letter of appreciation for this service.

- Invited Hazel Rockhold of Arlington, Kansas to develop 40 - 50 cooperative agreements for postsecondary education with business, industry and labor, and for special populations such as the handicapped, retarded, and youth returning from incarceration. Set a date of January 13, 1978 for her to submit these agreements. A reply indicated Ms. Rockhold plans to produce as many papers by that time as is possible for her.

- Project staff is in the final stages of preparing a chapter dealing with cooperative agreements to be included in the Installation Guide of the RAS.

CEW/fm
1/4/77

Monthly Review Report

Cooperative Rural Guidance Report

(Northern Michigan's Report - 056A)

Program Project Code:	056A
Month:	January, 1978
Project Director:	Charles E. Weaver

MILESTONES

- Employed Melissa Widner to edit materials for inclusion in the publication(s) for the Cooperative Rural Career Guidance Project, and briefed her on expectations and procedures. It is planned to fulfill to the extent possible the recommendations of reviewers of the materials by our National Panel of Advisors.

- Invited Bruce Kingery, representative of Labor on the National Advisory Committee for the project, to come to Columbus to explore possibilities for additional cooperative agreements involving labor, and to discuss how the publication(s) can be disseminated with the help of organized labor to have their greatest impact for effective usage in that arena. Visit cancelled due to inclement weather.

- Project staff reviewed each potential cooperative agreement and completed a rating form for each to check level of use, and identify key groupings, i.e., Career Emphasis, Linkage, Services Provided, Field Experiences, Career Development Factors, and extent of Placement.

- Edited 30 cooperative agreements submitted by Hazel Rocknold of Arlington, Kansas. These were requested of her on a contract basis.

- Identified responsibilities of project staff in order to complete all tasks related to the project by February 28 which is the date for terminating the project. Time schedule appears feasible to complete project on schedule.

- Employed Linda Phillips of Los Angeles, CA., to review and revise the proposed format for the introductory chapters and the plans for reporting the cooperative agreements that will be contained in the final publication entitled, Increasing Guidance Effectiveness Through School-Community Cooperation.

- Introduction and Chapter I of above handbook submitted to typist for camera-ready typing.
- Cover design for above handbook completed.
- Inter chapter graphic designs for above handbook decided upon and in process.
- All appendices and supporting material collected, organized and ready for draft typing.
- Requested and received verbal permission from Dean Berg to increase the sub-contract with The National Center for Research in Vocational Education by $1400. These funds are to be used to produce camera ready typing copy for the above publications. The amount will be paid as a part of the final contract payment. A letter granting this authority will be forthcoming from Dean Berg.

CEW:fm
2/2/78

Monthly Review Report

Cooperative Rural Guidance Report

(Northern Michigan's Report - 056A)

Program Project Code: 056A

Month: February, 1978

Project Director: Charles E. Weaver

MILESTONES

- Requested a one-month, no cost extension, to USOE through Dean Berg for the Rural Guidance Project with a carbon copy to David Pritchard, Project Monitor.

- Provided project staff assignments to complete the project publication, INCREASING GUIDANCE EFFECTIVENESS THROUGH SCHOOL-COMMUNITY COOPERATION: A Guide to Developing Cooperative Relationships Between Schools and Business, Industry and Labor in Rural Communities.

- Project staff completed the Fifth Quarterly Report and mailed copies to USOE and to Dean Berg.

- Staff prepared an Installation Guide for use by those desiring to incorporate cooperative agreements in their curricular offerings, association activities, or community involvements.

- Prepared a Cost Recovery and a Marketing Plan for the finalized project publication.

- Prepared a mailing list of individuals and groups representing education, business, industry and labor along with a cover letter and a marketing brochure explaining the nature of the project publication and procedure for purchasing.

- Project staff reviewed each potential cooperative agreement and completed a rating form for each to check level of use, and identify key groupings, i.e., Career Emphasis, Linkage, Services Provided, Field Experiences, Career Development Factors, and extent of Placement.

- Staff member accepted an invitation to be an NVGA Delegate to the national APGA Convention to be held in Washington, D.C. March 19-23, 1978.

- Edited 30 cooperative agreements submitted by Hazel Rockhold of Arlington, Kansas. These were requested of her on a contract basis.

- Secured the services of Dr. Linda Phillips of Santa Monica, California, to advise in the content, revision and additions to the project publication.

- Accepted an invitation to speak to counselors in the Montgomery County Joint Vocational School District on the Rural Career Guidance Project and to attend the National Skill Olympics held at the school.

- Prepared and submitted to the Chairperson of the Ohio Personnel and Guidance Association annual state conference a proposed program summary of a report to be presented by staff members on the Rural Career Guidance Project. The conference is scheduled for April 27-28, 1978 in Columbus, Ohio.

- Edited nine chapters, five appendices, and a bibliography for inclusion in the finalized project publication.

- Contracted for graphics to be used in the final project publication in addition to the four-color cover and for the marketing brochure.

- Inter-chapter graphic designs for handbook decided upon, and in process.

- Cover-design for above handbook completed.

- Introduction and Chapter I of above handbook submitted to typist for camera-ready typing.

- All appendices and supporting material collected, organized and ready for draft typing.

- Requested and received verbal permission from Dean Berg to increase the sub-contract with The National Center for Research in Vocational Education by $1400. These funds are to be used to produce camera ready typing copy for the above publications. The amount will be paid as a part of the final contract payment. A letter granting this authority will be forthcoming from Dean Berg.

- Met with Bruce Kingery, National Advisory Committee member representing Labor at The National Center for research in Vocational Education for an overview of the project publication and to discuss how Labor can assist in the dissemination process.

- Described to Ed Herr, Professor and Chairperson, Graduate Programs in Counselor Education, Pennsylvania State University, the procedures used in implementing the technical plan for the Cooperative Rural Career Guidance Project and the publication that is resulting. He was favorably impressed and will publicize its content and availability.

- Submitted to camera-ready typists remainder of the content for the project publication.

- Prepared and submitted to typist content for the final report.

CEW:fm
3/3/78

Mailing Address: The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

8/10/77

MEMORANDUM

TO: Dr. W. A. Berg, Dean
School of Education
Northern Michigan University

FROM: Charles E. Weaver, Ph.D., Director
Cooperative Rural Career Guidance System

SUBJECT: Proposed Follow-Up Activities to National Survey of Cooperative Agreements Between Secondary & Postsecondary Schools and Business, Industry and Labor

This proposal is an attempt to address the problem recently discussed by you and Harry Drier of insufficient and ambiguous returns from the above survey. The accompanying methodology, proposed additional services, and budget represent our plan for reaching the following:

Objectives

1. To increase the overall data base through additional contacts.
2. To reduce the ambiguity of selected returns from previous contacts.
3. To produce a more authoritative collection of existing cooperative agreements to be published as the final product of the project.

Methodology

1. Use additional telephone services to contact the following categories of new respondents:
   - Seventy postsecondary institutions known to be actively pursuing cooperative agreements with their local communities (not all rural)
   - Selected local directors of career education, nationwide
   - Small, nationwide random sample of rural coordinators of cooperative vocational education.
2. Use both mailings to, and collect telephone conversations from, selected respondents to the original national survey whose first

responses seem promising but ambiguous and incomplete. These follow-up procedures will elicit from this group more complete answers and any and all samples of existing agreements used by these persons.

3. A detailed, standardized telephone interview format will be developed to insure:

   - complete and content valid responses
   - proper agency and author identification
   - proper agency and author credit in the final document as published by the project
   - forwarding, by respondent, of all appropriate written materials needed for inclusion in the final document
   - proper release of agency documents to allow our use of materials in the final document

4. Mailings, including return envelopes and proper forms to authors of the above materials for them to give written release, if needed, concerning the above points. These releases will be kept on file at CVE for the life of the project and then forwarded to NMU for its archives.

Proposed Additional Services & Budget

Service	Description	Budget Est.
Telephone	500 outgoing calls @ 15/min call cost range $2.41-$8.11/call average cost $5.26/call	$2630.00
	100 incoming collect calls @ 15 min. each	525.00
Duplication & printing	600 pcs-4 impressions/ea. @ .02 per impression	48.00
Postage	600 first class mailings @ .13	78.00
	500 postpaid returns @ .15	75.00

Service	Description	Budget Est.
Stationery & Supplies		$ 30.00
Student Clerical and Analysis	Student Clerical Asst. II Services (2 persons - 20 hr/wk for 10 weeks ea. @ $2.50/hr)	1000.00
Telephone Tape Recording Supplies	Transcription of tape recorded telephone interviews.	
	6 tapes @ $1.99/each 1 pick up @ $1.35 tax @ $.53	14.00
Joan Blank	100 hr. additional @ $6.00/hr. Write up additional information elicited thru follow-up activities	600.00
	TOTAL BUDGET ESTIMATE	$5000.00

Additional support personnel (no additional cost)

Walter Stein	Handbook authorship
John Argeropoulos	Handbook authorship
Charles Weaver	Additional telephone survey contacts
Margaret Fitch	Secretarial
Joan Blank	Writing up and editing original data from national survey

CEW/maf

cc: Harry Drier
Walter Stein

NORTHERN MICHIGAN UNIVERSITY
MARQUETTE, MICHIGAN 49855

OFFICE OF THE DEAN
SCHOOL OF EDUCATION

January 31, 1978

Dr. Charles E. Weaver
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Dear Chuck:

This letter confirms the commitment that I made during our phone conversation of Monday, January 30 concerning a method of underwriting costs for duplicating our final project report. To cover Ohio State's costs for preparing camera-ready copy at $4.80 per page, an expenditure of $1,400 will be added to the final subcontracting bill. That amount will be included in the $5,000 that have been shifted from NMU's indirect cost allocation--a transaction that has already occurred on our campus.

From your remarks to me during our phone talk, I understand that the decision to prepare camera-ready copy via Ohio State's duplicating service will involve a much lesser cost figure than using the services of a private agency.

With respect to your proposed trip to Washington for the purpose of delivering the final report to Dr. David Pritchard, coupled with attendance at the APGA Convention, we agreed to the notion of requesting a one-month extension of the project. Such an extension would make it permissible to underwrite your travel and associated costs from project sources provided that those costs fall within the $5,000 indirect cost relocation transaction. You promised to get back to me after working with Harry and Dave Pritchard on the matter of the proposed project extension.

I am still hopeful of making a trip to Columbus prior to February 28, but my plans may be scrubbed if the physical therapy treatments that I am now undergoing fail to achieve the desired progress.

Very cordially,

W. A. Berg, Dean
School of Education

WAB:mc

cc: Mrs. Sally Bentley

APPENDIX E

Additional Appended Materials
for
Product Development

January 1976

UAW CAREER EDUCATION STATEMENT

In recent months career education has blossomed on the education scene. Career education is a concept and educational delivery system designed to provide a learning vehicle so every student involved in the public education process will acquire basic skills, prepare for social participation and change, think creatively and critically, develop a strong self-concept, and learn vocational, technical and academic skills. Preparing young people for their roles as workers in the occupational field is an important part of the career education concept. It is also the type of education which should equip all students to perform effectively and contribute constructively to society.

Career education is a response to the call for educational reform of a system which has failed to respond viably to the educational needs of today's society. The UAW, along with other labor organizations, participated in the development of this reform.

The call for educational reform is a reaction to the many problems with conventional public education which have surfaced. Factors identified with these problems include:

- The low performance levels of graduating students, necessitating extensive remedial education.
- Education has not been related to actual living experiences.
- Public education fails some 2-1/2 million students annually. These are identified as high school dropouts, college dropouts, and students in the general education track.
- Students making the transition to a post-school environment face frustrating experiences, demonstrated by inability to relate effectively to the complexities of community and family structures.
- Failure to provide quality education to minority and economically disadvantaged students.
- Current public education stresses teaching rather than learning.

- Disproportionate emphasis toward college preparatory curriculums when compared to the actual need for baccalaureate degrees in today's job market.
- Failure of students to acquire and possess vocational, technical and academic skills.
- Functional illiteracy still prevails among more than 20 million adults.
- Lack of easy-access, easy-exit educational opportunities for adults and older citizens, with emphasis on life-long continuing education.

Career education, properly implemented, addresses itself to correction of these problems.

The UAW views a person's career as his or her whole lifetime, which includes the various life roles experienced by our populace. With little exception, all persons will be students, family members, and citizens, as well as workers. Career education relates to each of these life roles. Students must learn how to learn. This will provide the adaptability competencies necessitated by changing job conditions. Current statistics indicate the average person will change jobs some six times during a lifetime. New skills may be required along with refurbishing of old talents.

Substantial numbers of students in many schools are channeled into the so-called general curriculums. These curriculums are not geared to any special end result except graduation. Following graduation, these students have neither the ability to acquire entry-level jobs, nor the ability to absorb post-secondary education. Career education provides for acquisition of saleable skills by high school graduates who are not college-bound.

While part of the concept of career education provides that education should be preparation for work, the entire concept also stresses that public education must accomplish other things. Even though work is an important aspect of one's career, it does not represent the totality of lifetime. Cultural, aesthetic, and leisure-time activities must be considered. Earning a living is not the same as living a rich and rewarding life. The skills required to understand and cope with the problems of our culture and society must also be taught, as well as the skills to bring about those constructive changes a viable society constantly needs.

Development of the career education philosophy has been intensified by passage of legislation to promote it. The federal career education statute became law in August 1974. Currently, 19 states have either passed or are considering passage of career education legislation. But career education does not occur in a vacuum. Our intolerably high unemployment rate foreshadows the doom of any career education program. It seems clear that career education can only become meaningful when there are decent jobs available for everyone seeking work. Full employment is a fundamental need, and we need the national commitment to achieve this goal.

Career education is expected to create a citizen who is self-confident and culturally advanced; one who relates well to others, adapts to change, possesses both living skills and job skills, and who can manage the tools of his or her occupation. The UAW endorses the career education philosophy, and is willing to work with educators and others toward its successful implementation.

--O--

opeiu42:pms
January 14, 1976

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

November 3, 1976

Dr. Donald Clark, President
National Association for Industry-Education Cooperation
235 Hendricks Boulevard
Buffalo, New York 14226

Dear Dr. Clark:

This letter is a follow-up to our telephone conversation in which I described the U.S.O.E. funded project entitled, "Cooperative Rural Guidance System" that is to be implemented by Northern Michigan University, Marquette, Michigan, in collaboration with the Center for Vocational Education, Columbus, Ohio. One of our goals is to determine the extent of cooperative agreements between business, industry, labor and education that are currently functioning. This is to be accomplished by distributing a national survey form that is currently in process of preparation. Voids will be determined and recommendations made for filling those voids. To assist us in this overall process we need the expertise of a national Panel of Experts. If I interpreted your comments correctly, you are willing to be a member of that group. Most of our contacts will be by mail and/or by telephone.

You informed me that membership is voluntary in the National Association for Industry-Education Cooperation. You indicated that your chief function to date has been to organize I-E Councils and that most of these are functioning in urban centers. You did state that you have a number of members in rural areas and that you are willing to identify these for us and to forward a listing with complete address for our use in connection with the project. We welcome this offer and look forward to receiving the list at an early date.

Another item of our discussion was in regard to a national newsletter that is in the process of preparation. We are glad to accept your invitation to provide some information regarding the project for including in the next issue.

It was good to hear that you will be a participant in the forthcoming "Conference/Workshop on School-Based Placement Services and Industry-Education-Communication Cooperation" on November 29-30, 1976, here in Columbus. I shall be in attendance and am looking forward to meeting you personally at that time. In the meantime, I am asking for a reply in which you will

- confirm your willingness to be a member of our Project Panel of Experts
- enclose a listing of your membership working in rural areas of the nation.

Thank you for your interest and assistance.

Sincerely,

Charles E. Weaver, Ph.D.
Project Director
Cooperative Rural Guidance Program

CEW/rgs

cc: H. N. Drier
Dr. W. A. Berg

encl. Release for newsletter

THE CENTER FOR VOCATIONAL EDUCATION

MEMORANDUM

DATE: December 20, 1976

DISTRIBUTION: Dean W.A. Berg
Harry N. Drier

TO: Representatives of Organizations
Concerned with Rural Students

FROM: Charles Weaver, Project Director

SUBJECT: Nomination to National Panel of Experts

The Center for Vocational Education at the Ohio State University, in consortium with Northern Michigan University, Marquette, Michigan is engaged in implementing a new project, "Cooperative Rural Career Guidance System," funded under the provisions of the Vocational Education Act of 1963 as amended.

You will note from the enclosed brochure describing the project, that the initial goal is to identify existing cooperative agreements between business, industry, labor, and education that benefit rural youth. This is to be accomplished by distributing nationally a survey form designed to elicit the estimated value of identified techniques based on experience and/or their estimated potential value. After thorough computer analysis of the results of the survey, efforts will be made to develop prototype agreements intended to fill any voids that may be found in existing agreements. The prototypes will have as their goal, increasing the effectiveness of all cooperative agreements. Assisting us in this effort will be a National Panel of Experts.

You are extended an invitation to serve as a member of this National Panel of Experts. The function of panel members will be to review critically information that will be forwarded periodically and to respond to forms provided for evaluating the data. Please complete and return the enclosed card in the envelope provided by January 10, 1977.

It is my goal to meet personally the members of the National Panel of Experts within the next year and a half. Listed below are two of the ways this can be done.

1. If you will be passing through Columbus, Ohio, I would like to meet you at your convenience. To schedule a time, I can be reached at the office telephone number, (614) 486-3655, Extension 302, or by calling me at my home, (614) 889-1195.
2. I plan to be attending the American Personnel and Guidance Convention in Dallas, Texas, March 6-10, 1977. By contacting me in advance a convenient time can be arranged to get together.

Thank you for your attention to this request. We shall look forward to receiving the enclosed return card by January 10.

We hope you will consider serving on this select committee to be an honor. In addition, it provides an opportunity to be of invaluable service to the rural students of America.

339

[redacted] N[redacted]ATI[redacted]TO N[redacted]NAL [redacted]ROJE[redacted]DVI[redacted] PA[redacted] [redacted] [redacted]

(Please complete entire card and return in envelope provided)

Name ______________________________

Title ______________________________

Professional Organization ______________________________

Address ______________________________
(Street)

______________ (City) ______ (State) ______ (Zip)

Telephone ( ) ______________________________

______ I/we will participate

______ I/we do not wish to participate

[redacted] [redacted]OMI[redacted]ION [redacted] NAT[redacted]L P[redacted]CT [redacted]SOR[redacted]ANEL [redacted]

(Please complete entire card and return in envelope provided)

Name ______________________________

Title ______________________________

Professional Organization ______________________________

Address ______________________________
(Street)

______________ (City) ______ (State) ______ (Zip)

Telephone ( ) ______________________________

______ I/we will participate

______ I/we do not wish to participate

NOMINATION TO NATIONAL PROJECT ADVISORY PANEL

(Please complete entire card and return in envelope provided)

Name ______________________________

Title ______________________________

Professional Organization ______________________________

Address ______________________________
(Street)

______________ (City) ______ (State) ______ (Zip)

Telephone ( ) ______________________________

______ I/we will participate

______ I/we do not wish to participate

NOMINATION TO NATIONAL PROJECT ADVISORY PANEL

(Please complete entire card and return in envelope provided

Name ______________________________

Title ______________________________

Professional Organization ______________________________

Address ______________________________
(Street)

______________ (City) ______ (State) ______ (Zip)

Telephone ( ) ______________________________

______ I/we will participate

______ I/we do not wish to participate

THE CENTER FOR VOCATIONAL EDUCATION

FOLLOW-UP

MEMORANDUM

DATE: January 19, 1977

DISTRIBUTION: Dean W. A. Berg
Harry N. Drier

TO: Representatives of Organizations Concerned with Rural Students

FROM: Charles E. Weaver, Ph. D., Project Director

SUBJECT: Nomination to National Project Advisory Panel

Perhaps you will recall our recent memo explaining that The Center for Vocational Education at The Ohio State University in consortium with Northern Michigan University, Marquette, Michigan, is implementing a new project called "Cooperative Rural Career Guidance System." This project is funded under the provisions of the Vocational Education Act of 1963 as amended.

The enclosed brochure describes the project, its goals, products and expected benefits to rural youth. We hope to provide those benefits through extensive research into existing and potential cooperative agreements with business, industry, labor and several levels of education. We will then develop the products listed in the brochure to enable schools to better prepare students to enter business, industry, and labor.

Every profession is accused of being inbred; that is, we communicate only with our own kind. In our work in helping rural students we are attempting to break out of this mold. We need your help to do so! We value your suggestions and criticisms. For these reasons, we are again requesting your participation on our National Project Advisory Panel. Please complete the enclosed card and return it in the envelope provided.

Your functions as a National Project Advisory Panel member will be to assist us by reviewing critically our proposed materials during their development. To do this we will ask you to react to forms that will be forwarded to you along with drafts of the products to be reviewed. We earnestly believe that this will not be an overly time-consuming task, but that it will be of valuable service to the rural students of America, as well as to all levels of business, education, industry and labor.

We will appreciate hearing from you soon.

CEW/rgs

Enclosures

NORTHERN MICHIGAN UNIVERSITY
MARQUETTE, MICHIGAN 49855

Mailing Address: The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

February 2, 1977

Dr. Donald Clark
School District of the City
of Niagara Falls
P. O. Box 399
607 Walnut Avenue
Niagara Falls, New York 14302

Dear Dr. Clark:

We note with interest your Career Education Project entitled, "Comprehensive School-Industry Cooperative Career Education Program." We are requesting that you share with us descriptive information of it in terms of planning, procedures, evaluations and conclusions.

The chief reason for our interest in your project is that we are working on a project entitled, "Cooperative Rural Career Guidance System," and we believe that your procedures and findings may have implications for us. You will note in the enclosed descriptive brochure of our project that The Center for Vocational Education at The Ohio State University, Columbus, Ohio, is conducting this national study in consortium with the School of Education, Northern Michigan University, Marquette, Michigan, funded under the Vocational Education Act of 1963 as amended.

A goal of the project is to identify either existing or potential examples of cooperative agreements between business, industry, labor and various levels of post-high school education designed for the benefit of rural/small school youth. Since investigation is now in process, it is our belief that your inputs will be of value to our effort.

We are looking forward to hearing from you in the near future. We wish to thank you in advance for any information that you can forward to us concerning your project that has relationships to assisting youth enrolled in rural and/or small school settings.

Sincerely,

Charles E. Weaver, Ph.D.
Project Director
Cooperative Rural Career Guidance System

CEW/rgs

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS
43215

MARTIN ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION
Emeritus

March 30, 1977

Dr. Charles E. Weaver
Project Director
Northern Michigan University
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

Dear Chuck:

I appreciate your thoughtfulness in sharing the recent developments in the Cooperative Rural Career Guidance System project.

I suspect you could identify the appropriate small school cooperative agreements more readily than could I. I assume that such agreements would be known to the county superintendents. Bill Phillis, who is Assistant Superintendent for the counties, is quite knowledgeable.

The county offices have grown very rapidly in recent years. Much of their growth has related to the supervisory and special education areas. Without a substantial state or federal subsidy, guidance apparently has not been a part of this growth. However, exceptions may be evident to Bill or to you. Our standards require such services, and some of the schools are quite small.

Please push me if I can be of assistance.

Cordially,

Martin

Martin W. Essex
Superintendent of Public Instruction Emeritus

MWE:j

Attachment 21

NORTHERN MICHIGAN UNIVERSITY
MARQUETTE, MICHIGAN 49855

Mailing Address: The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

May 31, 1977

Dr. W. A. Berg
Dean, School of Education
Northern Michigan University
Marquette, Michigan 49855

Dear Dean Berg:

Thank you for taking the time from your busy schedule to meet with Harry and me and the group in Washington last Thursday and Friday. It was encouraging to me to note the favorable and complimentary statements made on our project procedures by the various representatives of business, industry and labor who attended the briefing.

We are now ready to begin implementing the agreements that were reached in our discussions. These include:

1. Mailing to our Advisory Committee and the Advisory Panel the "Proposed Outline" for the "Guide to Negotiating, Writing and Installing Cooperative Agreements Between Educational Institutions (K-14) and Business, Industry and Labor Designed for Use in Rural Communities." Included with this mailing will be an "Advisors' Evaluation Form" which we are requesting be returned by June 20, 1977.
2. Finalizing and mailing the National Survey to the 300 representatives of Postsecondary Education.

It is our understanding that Sandra Hampton will complege the following before taking leave during the summer and relinquishing her assignments on the project:

1. Reviewing and reporting her findings on the Review of the Literature.
2. Forwarding to us as soon as possible the returns of the National Survey received from public schools with the name of the returning school identified as she did on the returns already received.

We are looking forward to working under this new structure arrangement during the next nine months. We shall look to you to:

1. Review and react to our periodic reports.

2. Review and approve our requests for budget expenditures.

3. Furnish us a monthly printout of the budget.

4. Review our products and share with us your suggestions for their improvements.

It is an additional understanding that allocations of the remainder of the project budget shall be determined by me here at The Center for Vocational Education with the purpose of spending the money prudently to accomplish the objectives of the project. I will check with you prior to any major change in our original spending projections.

As you indicated to Harry and me, you plan to:

1. Check on the status of retirement withholdings.

2. Send a new supply of stamps.

3. Clarify what monies are still available in line item 201.

It seems to me that the points enumerated are those pertaining to the project. I would appreciate a note from you confirming these understandings.

One further item is that it has come to our attention that Walter Stein's name was omitted as project director on the final report to USOE of the previous project. Walter requests that this omission be corrected before the report is published. Please advise us of your decision on the addition of his name along with your own. As a suggestion, the Wisconsin Center's final report has listed both the center director and the project director. Walter's suggestion is analogous to the Wisconsin format.

Sincerely,

Charles E. Weaver, Ph. D.
Project Director
Cooperative Rural Career Guidance System

CEW/rgs

cc: Harry Drier
Walter Stein
Sandra Hampton

Attachment 16

NORTHERN MICHIGAN UNIVERSITY
MARQUETTE, MICHIGAN 49855

Mailing Address: The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

May 31, 1977

MEMORANDUM

TO: Advisory Committeee and Advisory Panel Members
Cooperative Rural CAreer Guidance System

FROM: Dr. Charles E. Weaver and Walter M. Stein

SUBJECT: Guide Outline Review

We are now receiving from business, education, industry and labor information on the national survey in response to our request for providing descriptions of existing or potential cooperative agreements. A guide outline has been developed for preparing and installing agreements. We need your help as one of our national advisers in reacting to the outline. The guide will be an adjunct to our other planned products.

You will find enclosed the guide outline and an instrument to facilitate the review process. We asking your cooperation by returning your completed yellow evaluation form to us by June 20, 1977. A self-addressed envelope is provided for your convenience.

We anticipate mailing a draft of the guide to you for review this fall, but first we need inputs on our outline. Your assistance in this effort is integral to our producing a useful product. We deeply appreciate your willingness to contribute reactions and suggestions.

Should additional ideas occur to you after you have returned the review instrument, please feel free to call us collect at (614) 486-3655, Extension 353, so that our meaningful dialogue can continue. Don't forget our June 20 deadline!

CEW/rgs

Enclosures

Mailing Address: The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

September 20, 1977

Mr. Bruce Kingery
International Representative
Education Department
International Union, UAW
Solidarity House
8000 East Jefferson Avenue
Detroit, Michigan 48214

Dear Bruce:

Thank you for your kind letter dated 10 September 1977 as a follow-up to the two meetings held on the Rural Guidance Project in Washington, D.C. We were glad to finally get to meet you personally and to see your interest in expanding your services to students in rural/small schools.

Harry and I will look forward to hearing from you again regarding setting up a meeting to determine possible areas of concern, action and commitment where labor can be of assistance to the project. We shall also look forward to receiving the materials that you indicated will be forwarded to us in October.

Your expense voucher and an invoice for your two days of meetings was forwarded to Northern Michigan University the same day as received. You should be having a response momentarily.

Sincerely,

Charles E. Weaver, Ph.D.
Project Director
Cooperative Rural Career Guidance System

CEW/maf

CABLE "UAW DETROIT"

Solidarity House
8000 EAST JEFFERSON AVE.
DETROIT, MICHIGAN 48214
PHONE (313) 926-5000

INTERNATIONAL UNION, UNITED AUTOMOBILE, AEROSPACE & AGRICULTURAL IMPLEMENT WORKERS OF AMERICA-UAW

DOUGLAS A. FRASER, PRESIDENT
EMIL MAZEY, SECRETARY-TREASURER

VICE-PRESIDENTS
PAT GREATHOUSE • KEN BANNON • DENNIS McDERMOTT • IRVING BLUESTONE • ODESSA KOMER • MARC STEPP • MARTIN GERBER

Saturday, 10 September 1977

Dr. Charles E. Weaver,
Project Director,
Cooperative Rural Career Guidance System,
The Center For Vocational Education,
The Ohio State University,
1960 Kenny Road,
Columbus, Ohio 43210

Dear Dr. Weaver:

It was a great pleasure meeting you and meeting Dr. Drier and the Members of the National Advisory Commitee for the Cooperative Rural Career Guidance System in Washington, D. C. this week.

I have made a full report on the meeting to my Director, Mr. Carroll M. Hutton, of the UAW Education Department. You can reach him at (313) 926-5474, also.

I have noted to him that I talked to you about the possibility of establishing an "Adopt a Rural School Program" within our International Union, and your own interest and enthusiasm in such possibility.

I have also noted to him that the UAW has a Public Speakers Bureau/Volunteers For Progress program and has had such a program for several years, now, wherein our own working members visit public schools to talk to the students there about the world of work. While we have concentrated our efforts in thisarea in the urban areas in the past, perhpas now may be the time to extend our horizons to include the rural schools, as well.

I have also noted to him that we have a "Labor Bookshelf" program, wherein we award a very attractive plaque to those local unions who place sets of the Labor Bookshelf with Schools, hospitals and libraries, etc. within their communities.

I have also asked him to please contact you and Dr. Drier, with the hope of setting up a meeting to determine possible areas of concern, action and commitment to assisting you and your project and project staff in working together to this end.

To give you some idea of the areas of our concern, I will, in October of this year, forward to you some of our own publications, inorder for your staff to get a better concept of our educational programs and activities.

Again, it was an absolute pleasure meeting with you and your Committee.

I hope to be able to make a positive contribution to the Project's total effort, now that I have become more fully aware of the problem areas involved.

Sincerely,

Bruce Kingery

Bruce Kingery
International Representative,
Education Department,
International Union, U A W

NORTHERN MICHIGAN UNIVERSITY
MARQUETTE, MICHIGAN 49855

Mailing Address: The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

MEMORANDUM

TO: Attendees at the National Briefing on the "Rural Guidance, Counseling, Placement and Follow-Up Program"

FROM: Charles E. Weaver, Project Director, "Cooperative Rural Career Guidance System," Northern Michigan University, Marquette, Michigan

SUBJECT: Ideas for Cooperative Agreements

It has been a little over a week since you attended the National Briefing on our Rural Guidance Project. We appreciated your attendance at that meeting. We hope that you have had some time since then to think about some ideas to develop relationships with business, industry and/or labor that will assist youth in rural schools in their career planning and development.

It occurred to us that you may have a newspaper clipping, a brochure, an article in one of your journals, or an idea or two in your files that you would be willing to share with us. As you listened to our presentations we hope that we clarified the word "agreement" to mean any type of a working relationship of any school staff member with a business, industry and/or labor individual or establishment. What we are looking for are ideas that work, or ideas that you believe have potential for assisting youth.

Since returning from the Briefing in Washington, I have had occasion to talk directly with school counselors in several states. Without exception they are anxiously awaiting our publication of workable ideas that will help them be of greater assistance to their students.

You can be sure that we'll be most appreciative of anything you can forward to us relating to our project which is designed to provide increased educational involvements with business, industry, and labor.

CEW/maf
9/20/77

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION

October 20, 1977

Dr. Charles E. Weaver
Project Director
Cooperative Rural Career Guidance System
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Dear Chuck:

Thanks for your good letter of October 10, 1977. I'm pleased that you found the "Primer for Career Education" to be of some use. I thought that you might see it related to your own project and I can see that you do. I'm very pleased about that.

Please pass my greetings on to Val. I am looking forward to seeing both of you again soon.

Sincerely,

Kenneth B. Hoyt
Director

NORTHERN MICHIGAN UNIVERSITY
MARQUETTE, MICHIGAN 49855

Mailing Address: The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

October 10, 1977

Dr. Kenneth B. Hoyt
Director, Career Education
Department of Health, Education and Welfare
Office of Education
Washington, D.C. 20202

Dear Ken:

Thank you for sending two copies of a machine reproduced monograph entitled "A Primer for Career Education." I have read it carefully and find it to be the most complete clarifier of terminology and identifier of responsibilities relating to career education that I have had the opportunity of reviewing. Without question, its logic and understandability makes it invaluable to all the publics concerned with career education. It has added to my own insights and I thought that I was already a strong advocate and well informed promoter of the career education concepts.

What we are attempting to do in our Cooperative Rural Career Guidance project can be viewed as an effort aimed to determine the extent at "refocusing" education for rural/small school youth through "cooperative" or "collaborative" arrangements with the "broader community." Our observations, supported by our literature search, indicates that little or no attention has been specifically directed to helping rural youth in their personal growth and development through such efforts.

You will be interested in reviewing the attached Memorandum that was mailed late last week to our 40 directors of Career Education in Ohio. We're hopeful to share with others in a publication what they have reported as successful working relationships to improve curricular techniques. What we will be doing, in actuality, is promoting the use of "A Primer for Career Education."

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In approximately two weeks we will be asking our project advisory committee to review a draft of the first three chapters of a planned publication. When it is available I will forward a copy of it to you in the hope that you can give us some constructive criticism before it is finalized.

Val is not in the office today, but I am sure that she will be appreciative of your complimentary comments regarding her judgments, and will welcome the opportunity to review your "Primer".

Sincerely,

Chuck

Charles E. Weaver, Ph.D.
Project Director
Cooperative Rural Career Guidance
System

CEW/cb

cc: Valija Axelrod
Walter Stein

Enclosure

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION

September 27, 1977

Dr. Charles E. Weaver
Project Director
Cooperative Rural Career Guidance System
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Dear Chuck:

Thanks much for your nice note of September 14, 1977; I appreciate your kind remarks.

My primary purpose in writing, however, is to thank you and, through you, Valija Axelrod for agreeing to meet with me recently in my office. I thoroughly enjoyed the opportunity of interacting with you once more and becoming initially acquainted with Valija. It was awfully good to have a chance for you and I, as "old timers" to get together again, and I know we both profited from the fresh and thoughtful insights of Valija. People like you and I have a great deal to learn from relative newcomers to our field such as Valija, and I am delighted that she saw fit to share some of her concerns and thoughts with us. I hope we can do it again some.

The monograph entitled "A Primer for Career Education" is still not off the press as I dictate this letter. However, we were able to get a new copy machine here in the Office of Career Education, so I am going to send you with this letter a copy of that primer. I'm just sick and tired of waiting for it to come from the Government Printing Office. As a matter of fact, I'll send you two so that both you and Valija will have one. I'd be deeply appreciative of comments and reactions that either or both of you find possible to make to the contents of this monograph. Okay?

Best wishes to you as you continue your important work on the career guidance for rural youth project. I'd feel more comfortable about it, I must admit, if I could see clear differences between what you and doing and what I call "career education."

Sincerely,

Kenneth B. Hoyt
Director

Enclosures (2)

NORTHERN MICHIGAN UNIVERSITY
MARQUETTE, MICHIGAN 49855

October 4, 1977

MEMORANDUM

TO: Career Education Directors in Ohio

FROM: Dr. Charles E. Weaver, CEW Project Director, Cooperative Rural Career Guidance System

SUBJECT: Request for Newsletters Describing Your Activities

In our search for cooperative agreements which are working relationships between all levels of education and business, industry and/or labor, we have been especially impressed with the quality and extent of reporting that has been done in the Career Education Newsletters that we have reviewed. We wish to compliment those responsible for the quality of the reporting.

We need your help at this time. Since we have been so favorably impressed with the Ohio Career Education Newslatters that we have reviewed, we are asking each of you to send to us a copy of the last two or three issues of your newsletter publications. We will review each one looking for ways in which you are working with individuals in your school and community. You will have an opportunity to approve in advance any item we select for publication. In addition, if you have a newspaper clipping, a brochure, an article in one of your journals, or an idea or two regarding working relationships in your files or in your thinking, we will be pleased if you will share it or them with us.

Inasmuch as we have a time limitation, may we hear from you no later than the week of October 24, 1977. Thank you for your cooperation.

CEW/cb

Mailing Address: The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

NORTHERN MICHIGAN UNIVERSITY
MARQUETTE, MICHIGAN 49855

Mailing Address: The Center for Vocational Education, The Ohio State Univ.
1960 Kenny Road; Columbus, Ohio 43210

November 23, 1977

MEMORANDUM

TO: Contributors of Descriptions of Working Relationships With Business, Industry and Labor with Various Levels of Education

FROM: Dr. Charles E. Weaver, Project Director, Cooperative Rural Career Guidance System

SUBJECT: REQUEST FOR YOUR APPROVAL OF THE ENCLOSED DESCRIPTION(S) OF YOUR EXISTING EDUCATIONAL PRACTICE(S)

We found a description of one or more of your educational practices in working with business, industry and/or labor for the benefit of students to be of value to other educators and individuals working with youth. It is our plan to include the information in a forthcoming publication.

Please take a few moments to review the information as presented in first draft form. If you have no objections to publishing it as it is, please complete the tear-off information at the bottom of the page and return it in the enclosed self-addressed postage-paid envelope. If the wording of the abstract is acceptable we will provide last draft editing and graphics to give it greater appeal. If you find that a revision will be more descriptive or more accurately stated, please make the changes on the enclosed copy and return it with the tear-off information. Immediate reply is requested due to our time commitment.

We wish to commend you upon your innovative practice(s). We believe that they will assist others desiring to initiate cooperative agreements.

Thank you for the help you have provided to assist us in fulfilling the goals of our national research project.

CEW:fm
Encl.

- -

Please check appropriate response(s):

______ Permission to reprint granted.

______ The information is satisfactory as written.

______ The information has been changed as shown, to meet my approval.

______________________ (Your Name)

______________________ (Agency Affiliation)

______________________ (Street Address)

______________________ (City) (State) (Zip)

( ) ______________________ (Telephone Number)

Mailing Address: The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

December 19, 1977

Ms. Donna Greg
Occupational Specialist for
   Student Services
The School Board of Sarasota County, Florida
2418 Hatton Street
Sarasota, Florida 33577

Dear Donna:

Congratulations upon a great job of reporting five examples of cooperative relationships in your school system. They are excellent and we will be able to use each one of them. You will be identified as the author.

Thank you very much for this service to our project. Hopefully your reports will inspire others to adapt the ideas to their own school settings.

Your name will be added to our mailing list to receive information concerning future developments in the project.

Happy Holidays!

Sincerely,

Charles H. Weaver, Ph.D.
Project Director
Cooperative Rural Career Guidance System

CHW:fm

cc: Harry Drier

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

2418 HATTON STREET SARASOTA, FLORIDA 33577

December 12, 1977

Dr. Charles E. Weaver
Center for Vocational Education
1960 Kenny Avenue
Columbus, Ohio 43210

Dear Dr. Weaver:

Attached is my outline of the various school/community career programs in Sarasota County. I tried to follow your format as much as possible. I hope this information will meet your needs.

If I can be of any further assistance, please contact me.

Sincerely,

Donna Groh

Donna Groh
Occupational Specialist
for Student Services

DG:vs
enclosures

SOUTHEAST KANSAS
REGIONAL EDUCATIONAL
SERVICE CENTER

Rural Route 4 • Girard, Kansas 66743 • (316) 724-6504

December 22, 1977

Dr. Charles E. Weaver
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Dear Dr. Weaver:

My plans are to produce as many papers for you by January 13 as I can. It will be very difficult for me to reach this deadline, but if I cannot I will endeavor to supply you with names and addresses of people in Kansas you might contact. These people will have had experience with business, labor, and industry.

Happy Holidays,

Hazel Rockhold

Hazel Rockhold

Chuck—

She enclosed 4 good ones (which are on my desk). I wrote up 6 more this week, but these 10 are not in notebook or Xerox copies yet. I have more to write up and will insert them all at the same time to confuse the page numbers as little as possible.

—Joan

Mailing Address: The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

December 13, 1977

Ms. Hazel Bockhold
Arlington, Kansas 67514

Dear Hazel:

We've been in telephone conversation regarding your providing us with cooperative agreements for our Cooperative Rural Career Guidance Project, talked briefly at the AVA Convention, and now I'm putting on paper what I believe we have agreed upon.

In our initial telephone conversation I offered to you $25.00 for each agreement you reported following the enclosed outline, that would be typewritten for camera ready copy. You later asked if this might be increased to $35.00 for each agreement you supplied, to which I agreed.

It is my understanding that you plan to develop a total of 40 - 50 cooperative agreements (working relationships) for postsecondary education with business, industry and labor, and for special populations such as the handicapped, retarded, and youth returning from incarceration.

We set a time line of December for this reporting but I am in a position to extend the mailing date to us until January 13, 1978, which I'm hopeful will enable you to accomplish your goal more easily,

If your understandings differ from that I am here reporting, please contact me immediately.

HAPPY HOLIDAYS!

Sincerely,

Charles E. Weaver, Ph.D.
Project Director
Cooperative Rural Career Guidance System

CEW:fm

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4th Draft

INCREASING GUIDANCE EFFECTIVENESS THROUGH SCHOOL-COMMUNITY COOPERATION:

A Guide to Negotiating, Writing and Installing Cooperative Agreements Between Educational Institutions (K-14) and Business, Industry and Labor for Use in Rural Communities

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PROPOSED OUTLINE

I. Title Page
  A. Title (see above)
  B. Authors - Walter M. Stein, Charles E. Weaver, others
  C. Publisher, City, Date
II. Foreword - by W. A. Berg, Dean, School of Education, Northern Michigan University
  A. Consortium - Nature and Purpose
  B. Sponsor
  C. Format of book What, Why, Who, Where, How, When and Examples of cooperative agreements
III. Acknowledgements
  A. National Advisory Committee - USOE - inside front cover
  B. National Advisory Panel - inside back cover
IV. Table of Contents
V. Body of Handbook
  A. Chapter I
    1. Introduction
    2. Definitions
      a. Distinctions - formal and informal
      b. Broader Community
      c. Rural/Small Schools

3. What Cooperative Agreements Can Do for the School and Community

    a. Goals

    b. General Program Description

    c. Scope of Cooperative Agreements

4. Brief Literature Review

    a. Methodology

    b. Findings

5. Research Methodology - brief description

    a. National Survey

    b. Additional contacts

6. Rationale - the Why of Cooperative Agreements

    a. Need

    b. Expected benefits

        1) Means of Contacting Potential Cooperating Organizations

        2) Writing Own Agreements to Satisfy Local Needs

        3) Assistance to Students in Career Development

        4) Benefits to schools - Elem./Secondary & Postsecondary

            a) Telling the School's Story

            b) Assistance in Meeting Program Needs

            c) Innovation

        5) Benefits to Cooperating Organizations

B. Chapter II - Leadership Responsibilities - the Who of Cooperative Agreements

1. Contacts to be made

2. Planning, Preparedness

3. Cautions

    a. Hazards - Legal - Safety

        b. Liabilities

    4. Coordination

        a. Intra-school

        b. Inter-school

        c. With Business, Industry, Labor, Others

C. Chapter III - Guidelines for Establishing Cooperative Agreements

    1. Outline - the How of Cooperative Agreements - Maximum

        a. Objectives 1) As affect implementation K-12

            2) As affect implementation 13-14

        b. Parties - School, BIL Agencies, Student(s)

        c. Schedule or Timing

        d. Financial Provisions (if applicable)

        e. Making Agreements Official

        f. Suggested Provisions for Implementation, Follow-up and Change

        g. Evaluation

        h. Other

    2. Making Contacts - the Where of Cooperative Agreements

        a. Recommended Means of Contacting

        b. Likely Organizations to Contact

        c. Whom to Contact

        d. Setting

        e. Follow-up of Contacts

            1) Suggested Form Letter and Cautions for Use

            2) Other

    3. Implementation - the When of Cooperative Agreements

        a. Objectives

        b. Participant Selection - Students, Staff and BIL Representatives

    1) Skills
    2) Attitudes Toward Work and/or Schools
    3) Responsibilities

c. Orientation of Participants - Students, Staff, and BIL Representatives

d. Supervision of Operations

    1) Scheduling
    2) Relations with Various Publics
        a) Community
        b) BIL Participants
        c) Students
        d) Staff
    3) Cautions - Legal - Safety - Insurance
    4) Preventions of Problems
    5) Problem Solving with Various Publics
        a) Employers
        b) Staff
        c) Community
        d) Hostile/Disinterested Parties

e. Feedback and Evaluation

    1) Students (formative)
    2) BIL Participants (formative)
    3) Overall Program (summative)

f. Alteration or Termination of Program

    1) Reasons
    2) Evidence
    3) Reports

D. Chapter IV - Examples of Cooperative Agreements
    1. Existing
        a. Examples Covering Representative Possible Applications
        b. Authorship Credit - Source
    2. Potential - Prototypes

VI. References

VII. Appendices
    A. List of Possible Funding and/or Cooperating Agencies and Addresses
    B. Chart of Possible Funding Sources (legislation, etc.)
    C. Glossary
    D. List of Other Related National Projects
        1. Title of Project
        2. Agency and Location
        3. Principal Investigator
        4. Grant Number
        5. Funding Period
        6. Expected Contribution to Education

            (SOURCE: Projects in Progress - FY '75 & '76)
    E. Examples of Instruments, Forms, Communications

WMS/maf
8/31/77

Attachment 14

SUMMARY OF EVALUATION RESPONSES TO OUTLINE OF GUIDE TO NEGOTIATING, WRITING AND INSTALLING COOPERATIVE AGREEMENTS

N= 18

A. Initial Reaction Data - Checklist

Totals

1. The outline is generally useful.

*SA 7 A 11 U _____ D _____ SD _____ 18

Comments:

2. The outline sufficiently covers the subject of negotiating, writing and installing cooperative agreements.

SA 6 A 12 U _____ D _____ SD _____ 18

Comments:

3. The outline is well-organized (has a logical sequence).

SA 9 A 7 U 1 D 1 SD _____ 18

Suggestions for reorganization:

4. The outline takes into account the need for a process that can assist educators in rural/small schools establish cooperative agreements with business, industry and labor.

SA 5 A 7 U 3 D 3 SD _____ 18

Comments:

* SA-strongly agree; A-agree; U-undecided; D-disagree; SD-strongly disagree

Totals

5. The tentative title adequately describes the content of the guide.

SA 5 A 9 U 2 D ____ SD 1 17
Comments:

C. General Review Reaction Data

1. The Chapter I heading is an appropriate way to begin the guide content.

SA 7 A 9 U 2 D ____ SD ____ 18
Comments:

2. Chapter I topics provide sufficient coverage of needed introductory information.

SA 7 A 8 U ____ D 1 SD 1 17
Comments:

3. Chapter I topics are logically arranged.

SA 10 A 5 U ____ D 3 SD ____ 18
Comments:

4. Chapter II's guidelines for establishing cooperative agreements is appropriately placed.

SA 8 A 10 U ____ D ____ SD ____ 18
Comments:

Totals

5. Chapter II topics sufficiently cover the guidelines and the "how" and "when" of cooperative agreements.

SA 7 A 9 U 2 D ______ SD ______ 18

Comments:

6. Chapter II topics are logically arranged.

SA 5 A 11 U ______ D 2 SD ______ 18

Comments:

7. Chapter III's heading of examples of cooperative agreements adds credibility to the guide.

SA 8 A 9 U ______ D ______ SD ______ 17

Comments:

8. Chapter III's topics provide the coverage that is needed to provide substance to existing and potential cooperative agreements.

SA 6 A 9 U 2 D 1 SD ______ 18

Comments:

9. Chapter III's topics are logically arranged.

SA 7 A 10 U 1 D ______ SD ______ 18

Comments:

Totals

10. The appendices provide sufficient information to enable practitioners to obtain more information.

SA 5 A 9 U 1 D ____ SD ____ 15

Comments:

11. The appendices are logically arranged.

SA 5 A 10 U 1 D ____ SD ____ 1

Comments:

12. Appendix A covering programs and possible cooperating agencies is important to include in the handbook.

SA 8 A 7 U 1 D ____ SD ____ 1

Comments:

13. Appensix B, List of "Other Related National Projects," is important to include in the guide.

SA 8 A 6 U 2 D ____ SD 1 17

Comments:

Totals

14. Additional appendices would improve the handbook contents.

SA ________ A 3 U 5 D 2 SD ________ 10
Comments: (suggested additions?)

15. Based on the outline, the guide would be greatly enhanced by graphics to illustrate concepts discussed.

SA 6 A 5 U 4 D 2 SD ________ 17
Comments:

16. Based on the outline, the desired specificity suggests that the outside limit for an acceptable number of pages is: (check one)

50 1 75 6 100 4 150 1 200 2 15
other 1
Comments:

17. Based on your experience, the guide should be packaged in the following way: (check one)

notebook 9 monograph 4 spiral bound 2 other 1 16
Comments:

18. Other suggested changes to make in the outline include the following:

____

____

____

____

____

____

COMMENTS

B. Initial Reaction Data - Narrative

1. The outline is generally useful.

Seems logical and well-organized.

My initial reaction is that the outline is perhaps more detailed and complex than would need to be.

For those planning to develop a program, it would appear your guide would be an invaluable resource in easily usable form.

Seems very thorough.

2. The outline sufficiently covers the subject of negotiating, writing and installing cooperative agreements.

But should include governmental agencies and foundations.

Might suggest a section on how to deal with hostile and/or uninterested parties.

The outline seems to cover most of the subjects; however, I am not entirely certain what some of the terms mean with reference to the outline proposal, e.g., division of work under 3-B. (internal)

Appears to be very complete.

Could be improved by including orientation/training for "boundary personnel" involved in negotiating cooperative agreements.

3. The outline is well-organized (has a logical sequence).

Rationale should come first. Give some examples of variety of needs, problems—then discuss next more than one agency or sector that has responsibility for or interest in this problem.

★ I'm uncertain as to how important Parts Vl, A, 2, and 3 would be to a potential user of the "Guide".

★ VI-A-2 and 3 at end of Chapter A rather than where suggested. B Chapter II-2—outline—should be first before making contacts.

The outline has a logical sequence. I would suggest that some abridgement might be made, depending upon the size of the school and community in which the outline might be used.

The who, what, where, etc., makes it easy to read and follow.

4. The outline takes into account the need for a process that can assist educators in rural/small schools establish cooperative agreements with business, industry and labor.

★ Would seem that objectives (II, 3, b) should come at beginning.

Cooperation with industry and labor is usually an informal process—without written agreement. I believe that written agreements would distract from the overall program and assistance desired.

Not sufficiently. You need to include funding—pooling of resources—teaming up with other eligible for funds which the school would not have access to without such an agreement.

I see no sections looking at the uniqueness of small/rural.

I would suggest that consideration might be given to "piloting" the outline under sufficiently different circumstances to test the manner in which the outline takes into account the need for a process.

You appear to have anticipated all questions and concerns in outline topics.

Feel that this area may need further development based on the outline. (process)

4. The outline takes into account the need for a process that can assist educators in rural/small schools establish cooperative agreements with business, industry and labor.

The "why" will surely assist the rural/small school in identifying potential assistance with industry, labor and the like - to meet the needs of the local groups is, of course, necessary.

5. The tentative title adequately describes the content of the guide.

It's not very sexy though. Perhaps something like "Increasing Learning Opportunities for Your Students Through Cooperative Agreements" would be more positive.

Spacing confusion. Would suggest: Guide to Negotiating, Writing and Installing Cooperative Agreements Between Educational Institutions (K-14) and Business, Industry and Labor(Designed for Use in Rural Communities) (putting this on separate line.)

Small and rural do not show up in outline.

Do you need to specify the type of agreement? The title now says cooperative agreements.

The present title is much too long. Industry is spelled incorrectly. Don't try to tell the whole story in the title. In my opinion the following words could be eliminated: Negotiating, Writing and Installing, K-14, designed.

A little long.

Get a short title—present title then becomes a sub-title.

Long title - - but necessary.

If I was a layperson in this area (which I actually am!) I would appreciate a footnote to "cooperative agreements" which would define what a co-op agreement is!!

May need addition of "designing" the cooperative agreement.

C. General Review Reaction Data

1. The Chapter I heading is an appropriate way to begin the guide content.

Should have meaningful heading. "Introduction" weak and uninspiring way to head a chapter with such fine content.

I am not particularly satisfied with the what, why, who, where, etc. approach. Perhaps a reordering of the words, e.g., what cooperative agreements can do for the school and community.

2. Chapter I topics provide sufficient coverage of needed introductory information.

Importance of . . .

You do not need literature review and research methodology—this is a guide—not a research paper.

Too much coverage. See Comment Item 3, this evaluation form.

3. Chapter I topics are logically arranged.

See previous comment. (It's not sexy though. Perhaps something like "Increasing Learning Opportunities for Your Students Through Cooperative Agreements" would be more positive.)

Exceptions noted above. (Too much coverage.)

2 and 3 should be at end of chapter.

Consider review of alternative list.

They are logical. However, I think #5—"Leadership Responsibilities" would be better placed as #1 in B (Chapter II) before "Making Contacts."

4. Chapter II's guidelines for establishing cooperative agreements is appropriately placed.

5. Chapter II topics sufficiently cover the guidelines and the "how" and "when" of cooperative agreements.

Would suggest word "suggested" inserted in "f". Implementation strategies may change.

I have some trouble reconciling the topics under the heading, for example: under the "when" of cooperative agreements we find: 1. Skills, 2. Attitude, etc. It is not quite clear to the reader what the relationship is between these and participant selection under the "when".

6. Chapter II topics are logically arranged.

In-service should be under 3 - either c or d. In what respect are you dealing with it under g?

Reverse 2 and 1.

I think "objectives" should be "a" and "Participant Selection" should be "b". Also, "g" looks like a topic that would fall under "c" —"Supervision of Operations."

7. Chapter III's heading of examples of cooperative agreements adds credibility to the guide.

Examples of cooperative agreement will be valuable and should be incorporated to assist the schools and their community leaders.

8. Chapter III's topics provide the coverage that is needed to provide substance to existing and potential cooperative agreements.

Hopefully, the examples of cooperative agreements may contain enough diversity that will enable the schools to see the options open to them as they develop their agreements.

Would you want to include support letters from personnel involved with the sample agreements? (Merits, etc.)

What happened to "potential?" Shouldn't it be #2.

Add a "matrix" of type/nature of cooperative agreements.

9. Chapter III's topics are logically arranged.

May want to enlarge!!

Can't think of any other items. Very well done.

10. The appendices provide sufficient information to enable practitioners to obtain more information.

Would add value to also include sections on
DEFINITIONS
BIBLIOGRAPHY (perhaps this is included in REFERENCES. If so, it isn't necessary to repeat.)

This can only be known after material is collected and arranged.

Brief additional information about the agency might be helpful, such as the size of the community involved and a brief statement of the scope of the effort would be helpful.

Add telephone number if possible.

11. The appendices are logically arranged.

12. Appendix A covering programs and possible cooperating agencies is important to include in the handbook.

> You can list national ones and common local ones but you need to talk about wide variety of local groups that would be appropriate. You can only stimulate your thought processes through this.
>
> Provided they are applicable to rural communities or have a structure which may be applicable.
>
> With their permission only particularly if "agencies" includes non-governmental.
>
> This would seem an especially valuable resource.

(15)

13. Appendix B, List of "Other Related National Projects," is important to include in the guide.

The Federal Interagency Committee on Education is producing a booklet on innovative funding arrangements for work experience and related programs. It is being prepared by Olympus in San Francisco.

You must be extremely cautious because most of the FAS&76 projects in progress may be out of date by the time guide is published. There may be a better way to identify them.

This is how we learn!

14. Additional appendices would improve the handbook contents.

Perhaps an inventory of legislation and funding they might tap into.

See 10. (Would add value to also include sections on
DEFINITIONS
BIBLIOGRAPHY (perhaps this is included in REFERENCES. If so, it isn't necessary to repeat.)

Not sure what else to include.

It at some point of the benefits that have accrued to agencies using the approach could be listed it would probably be helpful.

Can think of none other.

Any areas not covered in the guide may need sources. For example, "Steps in Securing Appointments" and other phases may not be completely covered in the guide.

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15. Based on the outline, the guide would be greatly enhanced by graphics to illustrate concepts discussed.

A must—use lots of white space.

Charts might be useful to show organizational structure.

If possible, this always enlivens copy and makes more readable.

Time frame — ________, etc.
Organizational structure.

16. Based on the outline, the desired specificity suggests that the outside limit for an acceptable number of pages is:

Concise writing will add to usefulness.

Keep Chapter I small.

Sufficient to tell story but not to overwhelm.

Other - 28-32 (not counting appendices). Keep it brief if at all possible.

I really can't say not knowing how many examples will be used in Chapter III and appendices.

17. Based on your experience, the guide should be packaged in the following way:

Additions can be added by user if that type of spiral packaging is provided. It then becomes a personally useful instrument.

Notebook—if pages are removable/replaceable.

If the notebook approach is used, I would suggest it only because it might allow for adapting different versions of the product.

It would appear there could be additions provided plus revisions, deletions—and looseleaf form that is adaptable without reprinting entire volume.

Binder so pages may be exchanged for updating—3-ring binder.

3-ring binder provides for updating.

(18)

18. Other suggested changes to make in the outline include the following:

None. Your outline appears to be very inclusive and well organized.

Generally, I think the outline is well done and would have only limited reservations as has been explained in the topics as outlined.

Shorten length of title.
Keep review of literature (Chapter I) and research methodology as brief as possible.
The "Guide" should be field tested using potential users for feedback before publication.

In VI-A-1 "Definitions" All terms which are part of the "jargon" of your profession should be included—anything a layperson or novice in this area would not understand... e.g., BIL (representatives).

(19)

NORTHERN MICHIGAN UNIVERSITY
MARQUETTE, MICHIGAN 49855

October 24, 1977

MEMORANDUM

TO: Members of the National Advisory Panel and the National Advisory Committee for the Cooperative Rural Career Guidance Project

FROM: Charles Weaver and Walter Stein WMS

SUBJECT: Request for Reactions to Draft of First Three Chapters

Several weeks ago you assisted us by evaluating an outline for a project publication entitled, GUIDE TO NEGOTIATING, WRITING AND INSTALLING COOPERATIVE AGREEMENTS. We thank you for the requested "comments" which gave direction for revisions.

We are now at the next step and are again seeking your help by asking you to evaluate a draft of the first three chapters. We are working on the remainder of the publication. Chapter IV will be a description of existing cooperative agreements between business, industry, labor, and various levels of education that we believe will be invaluable to schools across the nation in terms of adaptable ideas that work. Chapter V will be prototype agreements that will attempt to fill voids existing in reported agreements. A Bibliography and Appendices will also be developed.

In order for us to keep on our time schedule, we ask that you critique the enclosed draft of the proposed contents of the first three chapters and return it to us within one week after its receipt but no later than November 15, 1977. Please edit it by making comments, suggestions, additions, and/or deletions on each page that you believe needs improvement. In addition, your overall evaluation of the draft is requested. Please complete the Advisors Evaluation Form enclosed.

It is our desire to have a publication that will be practical and will be used. Only by having your inputs can we be assured that you believe we are making this a reality.

Thank you for sharing your invaluable time and insights.

CEW:WMS/maf
Attachment
Mailing Address: Dr. Charles E. Weaver
Project Director
Cooperative Rural Career Guidance System
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

GUIDE TO NEGOTIATING, WRITING AND INSTALLING COOPERATIVE AGREEMENTS

Advisers Evaluation Form

Purpose of This Evaluation

This form has been prepared to assist you in evaluating the enclosed draft in a manner that will help the developers determine needed changes. The evaluation items are intended to

1. indicate how well organized the draft is,
2. determine how adequately the major areas of concern in establishing cooperative agreements are covered in the overall draft,
3. detect general feelings about the draft,
4. assess whether each chapter topic sufficiently covers the information needed in the context of the chapter, and
5. elecit additional suggestions for additions or deletions.

Return Date

Please return this form on or before November 15, 1977.

Directions

Please complete this evaluation by placing checks (✓) in the spaces that best reflect your views. Excepting Item 11 please check only one response per item. You are also highly encouraged to write "comments" in the spaces provided to explain your responses and to give handbook developers valuable insights on exactly how you would like to see the draft revised. Without your revision suggestions the developers can only assume how you feel changes should be made.

A. Personal Identification Data

Please state your name and position: ______________________________

____

B. Initial Reaction Data

1. The handbook draft seems generally useful.

*SA__________ A_______ U________ D________ SD_________
Comments:

2. The draft sufficiently covers the subject of negotiating, writing and installing cooperative agreements.

SA__________ A________ U________ D________ SD__________
Comments:

3. The handbook draft seems to be well-organized (has a logical sequence).

SA________ A________ U________ D_________ SD__________
Suggestions for reorganization:

4. The draft takes into account the need for a process that can assist educators in rural/small schools establish cooperative agreements with business, industry and labor.

SA__________ A________ U________ D________ SD__________
Comments:

* SA-strongly agree; A-agree; U-undecided; D-disagree; SD-strongly disagree

5. The title adequately describes the content of the guide.

SA________ A________ U________ D________ SD_________

C. General Review Reaction Data

1. Chapter I provides sufficient coverage of needed introductory and background information.

SA________ A________ U________ D________ SD_________

1a Lit review: Too much___ About right___ Too voluminous___
1b Description of methodology:
Too much___ About right___ Too much___
Comments:

2. Chapter II topics provide sufficient coverage of needed information about leadership responsibilities.

SA________ A________ U________ D________ SD_________
Comments:

3. Chapter II topics are logically arranged.

SA________ A________ U________ D________ SD_________
Comments:

4. Chapter III's guidelines for establishing cooperative agreements are appropriately placed.

SA________ A________ U________ D________ SD_________
Comments:

5. Chapter III topics sufficiently cover the guidelines and the "how" and "when" of cooperative agreements.

SA_________ A_________ U_________ D_________ SD__________
Comments:

6. Chapter III topics are logically arranged.

SA_________ A_________ U_________ D_________ SD__________
Comments:

7. Several appendices would improve the handbook contents.

SA_________ A_________ U_________ D_________ SD__________
Comments:
Note: If SA, A or U is marked please answer question 11.

8. Based on the draft, the guide would be greatly enhanced by graphics to illustrate concepts discussed.

SA_________ A_________ U_________ D_________ SD__________
Comments:

9. Based on the draft and anticipating at least 100 examples of coop agreements, the desired specificity suggests that the outside limit for an acceptable final number of pages in the body of the handbook is: (check one)

50 _______ 75 _______ 100_______ 150 _______ Other _______

Note: 1 page of draft equals approximately 40% of a printed page
Comments:

10. Based on your experience, the guide should be packaged in the following way: (check one)

notebook _____ monograph _____ spiral bound _____ other _____
Comments:

11. Please indicate your evaluation of the importance of the following planned appendices (1 = most important
5 = least important)

Importance Rating	APPENDIX	Omit
______	List of possible funding and/or Cooperating Agencies w/address	____
______	Chart of possible funding Sources (legislation,etc.)	____
______	Glossary of terms	____
______	List of Other Related Projects including full reference & expected contribution to education	____
______	Examples of Forms, Instruments, Communications	____

* * * *

If other appendices are needed please suggest title and focus:

1. ______________________________

2. ______________________________

Attachment 4

SUMMARY SHEET
COOPERATIVE AGREEMENTS HANDBOOK
CHAPTERS I, II, III

SECTION B	SA	A	U	D	SD	Total Resp.	No Response	N (Returns)
Question # B1	Draft seems generally useful							
Subtotal	5	12	3	-	-	20	3	23
% of reactions	25.0	60.0	15.0				13.0	100
% Favor/Neg.	85%			0			%N	
Question # B2	Draft sufficiently covers negotiating, writing & installing coop.							
Subtotal	3	15	2	-	-	20	3	23
% of reactions	15.0	75.0	10.0				13.0	100
% Favor/Neg.	90%			0				
Question # B3	Draft is well organized - (Logical sequence)							
Subtotal	4	13	-	2	1	20	3	23
% of reactions	20.0	65.0		10.0	5.0		13.0	100
% Favor/Neg.	85%			15%				
Question # B4	Draft takes into account the need for a process in establishing Cooperative Agreements							
Subtotal	5	13	1	-	-	19	4	23
% of reactions	26.3	68.4	5.3				17.4	100
% Favor/Neg.	95%			0				
Question # B5	Title O.K.							
Subtotal	6	10	2	2	-	20	3	23
% of reactions	30.0	50.0	10.0	10.0			13.0	100
% Favor/Neg.	80%			10%				
Question #								
Subtotal	Return # 3, 5, 10							
% of reactions								
% Favor/Neg.			No Responses					
Question #								
Subtotal								
% of reactions								
% Favor/Neg.								

393

SUMMARY SHEET
COOPERATIVE AGREEMENTS HANDBOOK
CHAPTERS I, II, III

SECTION C	SA	A	U	D	SD	Total Resp.	No Response	N (Returns)
Question # 1	Chapter I covers introductory & background info.							O.K.
Subtotal	5	5	3	1	1	15	8	23
% of reactions	33.3	33.3	20.0	6.7	6.7		34.8	100
% Favor/Neg.	67%			13%			% N	
	Lit. Review	Too Much	About Right					
Question 1a Subtotal		7	10			17	6	23
% of reactions		41.2%	58.8%				26.1%	100
% Favor/Neg.		-	-					
	Methodology	Too Much	About Right					
Question 1b Subtotal		3	13			16	7	23
% of reactions		18.8%	81.3%				30.4%	100.1
% Favor/Neg.		-	-					
Question #2	Chapter II covers leadership responsibilities satisfactorily							
Subtotal	3	16	1	-	-	20	3	23
% of reactions	15.0	80.0	5.0				13.0	100
% Favor/Neg.	95%				0			
Question #3	Chapter II topics logically arranged							
Subtotal	4	14	1	-	-	19	4	23
% of reactions	21.1	73.7	5.3				17.4	100.1
% Favor/Neg.	95%			0				
Question #4	Chapter III guidelines are appropriately placed							
Subtotal	5	14	1	-	-	20	3	23
% of reactions	25.0	70.0	5.0				13.0	100
% Favor/Neg.	95%			0				
Question #5	Chapter III covers the "How" & "When" of Coop. Agreements satisfactorily							
Subtotal	5	11	3	-	-	19	4	25
% of reactions	26.3	57.9	15.8				17.4	100
% Favor/Neg.	84%			0				

SUMMARY SHEET
COOPERATIVE AGREEMENTS HANDBOOK
CHAPTERS I, II, III

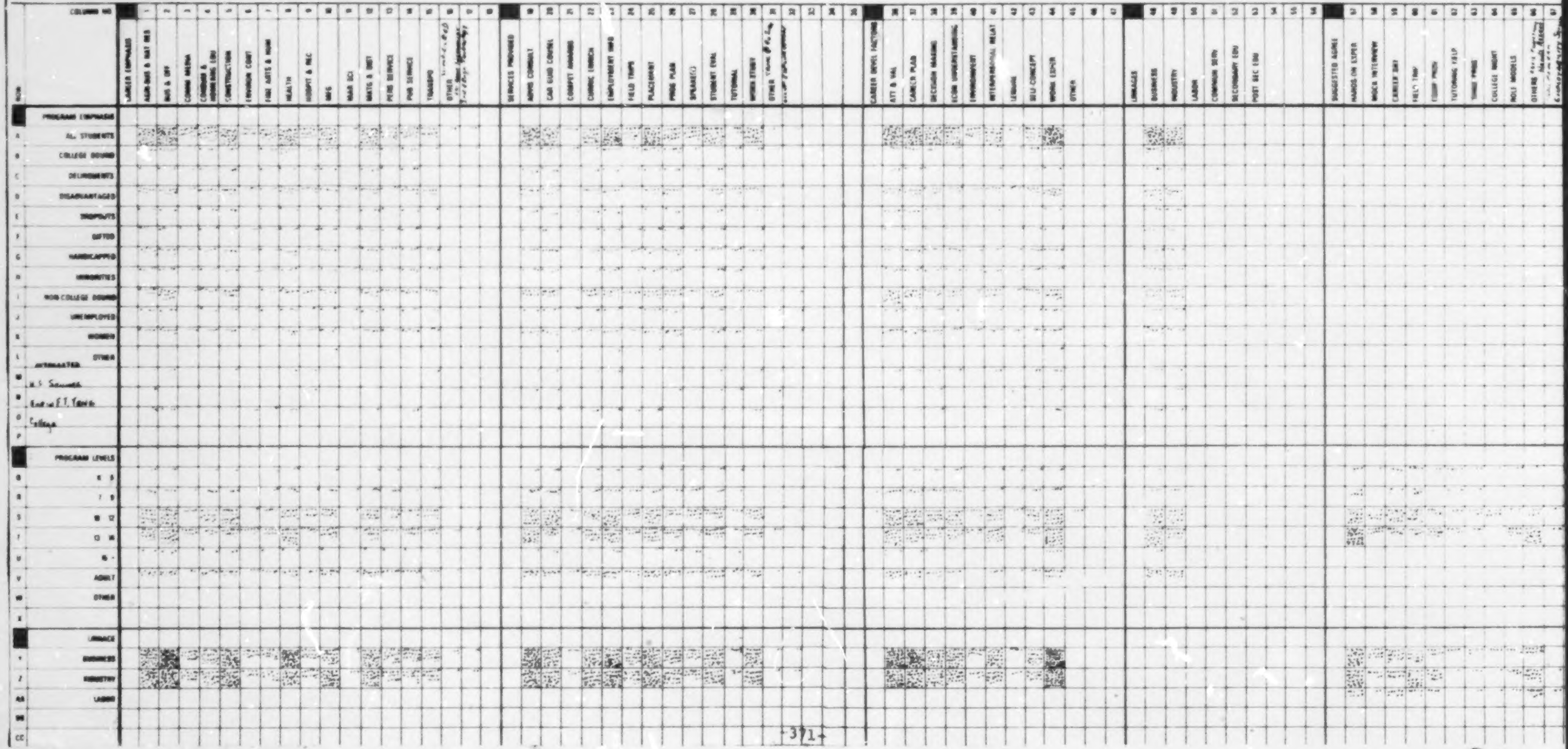
SECTION C (Continued)	SA	A	U	D	SD	Total Resp.	No Response	N (Returns
Question #6	Chapter III topics are logically arranged							
Subtotal	3	14	2	-	-	19	4	23
% of reactions	15.8	73.7	10.5				17.4	100
% Favor/Neg.	90%			0			% N	
Question #7	Several Appendices would improve the Handbook contents							
Subtotal	4	8	2	4	-	18	5	23
% of reactions	22.2	44.4					21.7	99.9
% Favor/Neg.	67%						% N	
Question #8	Use of additional Graphics would improve appeal of Handbook							
Subtotal	6	7	2	3	1	19	4	23
% of reactions	31.6	36.8	10.5	15.8	5.3		17.4	100
% Favor/Neg.	68%			21%				
	Suggested No. of Pages							
Question #9	50	75	100	150	Other			
Subtotal	3	4	5	3	4	19	4	23
% of reactions	15.8%	21.1	26.3	15.8	21.0		17.4	100.1
% Favor/Neg.	-	-	-	-	-			
	Form of Binding							
Question #10	Notebook	Monograph	Spiral	Other				
Subtotal	7	4	8	1	-	20	4	23
% of reactions	35.0%	20.0	40.0	5.0			17.4	100
% Favor/Neg.	-	-	-	-	-			
Question #								
Subtotal								
% of reactions								
% Favor/Neg.								
Question #								
Subtotal								
% of reactions								
% Favor/Neg.								

RANKING OF PROPOSED APPENDICES

No. of Resp. / Gross Wt.

Weighting 1	2	3	4	5	6 Omit	Gross Total	Rank	APPENDIX	No. Responses
6 / 6	5 / 10	4 / 12	1 / 4	1 / 5	1 / 6	43	2	List of possible cooperating agencies w/address	18
6 / 6	2 / 4	6 / 18	2 / 8	1 / 5	- / -	45	3	Chart of possible funding sources (legislation)	17
4 / 4	2 / 4	3 / 9	3 / 12	4 / 20	2 / 12	61	4	Glossary of Terms	18
1 / 1	4 / 8	2 / 6	1 / 4	6 / 30	1 / 6	55	5	List of Related Projects	15
6 / 6	6 / 12	1 / 3	3 / 12	1 / 5	- / -	38	1	Examples of Forms Instruments Sample Communications, etc.	17

ANALYSIS MATRIX FOR COOPERATIVE AGREEMENTS BETWEEN BUSINESS, INDUSTRY, LABOR & EDUCATION



COLUMN NO

CAREER EMPHASIS
1 AGRI-BUS & NAT RES
2 BUS & OFF
3 COMM MEDIA
4 CONSUMER & HOMEMAKING EDU
5 CONSTRUCTION
6 ENVIRON CONT
7 FINE ARTS & HUM
8 HEALTH
9 HOSPIT & REC
10 MFG
11 MAR SCI
12 MKTG & DIST
13 PERS SERVICE
14 PUB SERVICE
15 TRANSPO
16 OTHER [illegible]
17 [illegible]
18

SERVICES PROVIDED
19 ADMIN CONSULT
20 CAR GUID COUNSL
21 [illegible]
22 CURRIC ENRICH
23 EMPLOYMENT INFO
24 FIELD TRIPS
25 PLACEMENT
26 PROG PLAN
27 SPEAKERS
28 STUDENT EVAL
29 TUTORIAL
30 WORK STUDY
31 OTHER [illegible]
32
33
34
35

CAREER DEVEL FACTORS
36 ATT & VAL
37 CAREER PLAN
38 DECISION MAKING
39 ECON UNDERSTANDING
40 ENVIRONMENT
41 INTERPERSONAL RELAT
42 LEISURE
43 SELF CONCEPT
44 WORK EXPER
45 OTHER
46
47

LINKAGES
48 BUSINESS
49 INDUSTRY
50 LABOR
51 COMMUN SERV
52 SECONDARY EDU
53 POST SEC EDU
54
55
56

SUGGESTED AGNS
57 HANDS ON EXPER
58 MOCK INTERVIEW
59 CAREER DAY
60 FIELD TRIP
61 EQUIP PROV
62 TUTORING HELP
63 [illegible]
64 COLLEGE NIGHT
65 ROLE MODELS
66 OTHERS [illegible]
67 [illegible]

ROW

PROGRAM EMPHASIS
A ALL STUDENTS
B COLLEGE BOUND
C DELINQUENTS
D DISADVANTAGED
E DROPOUTS
F GIFTED
G HANDICAPPED
H MINORITIES
I NON COLLEGE BOUND
J UNEMPLOYED
K WOMEN
L OTHER [illegible]
M H.S. Seniors
N [illegible] E.T. Tech
O College
P

PROGRAM LEVELS
Q K-6
R 7-9
S 10-12
T 13-14
U 15+
V ADULT
W OTHER
X

LINKAGE
Y BUSINESS
Z INDUSTRY
AA LABOR
BB
CC

OUTLINE FOR PROTOTYPE DEVELOPMENT AND PUBLICATION OF COOPERATIVE AGREEMENTS

I. Use keysort card

  A. Color code

    1. Prototypes - yellow
    2. Existing - green

  B. Edges of card

    1. Source and agreement ID number (from heading of survey)
    2. Career emphasis (from classification)
    3. Career development factors (from classification)
    4. Program level (from classification)
    5. Specific program or activity (from item 3 of survey)
    6. Special population(s) served (from classification)
    7. Program appraisal (for existing agreements)

  C. Center and back of card

    1. Abstract

      a. Short description covering:

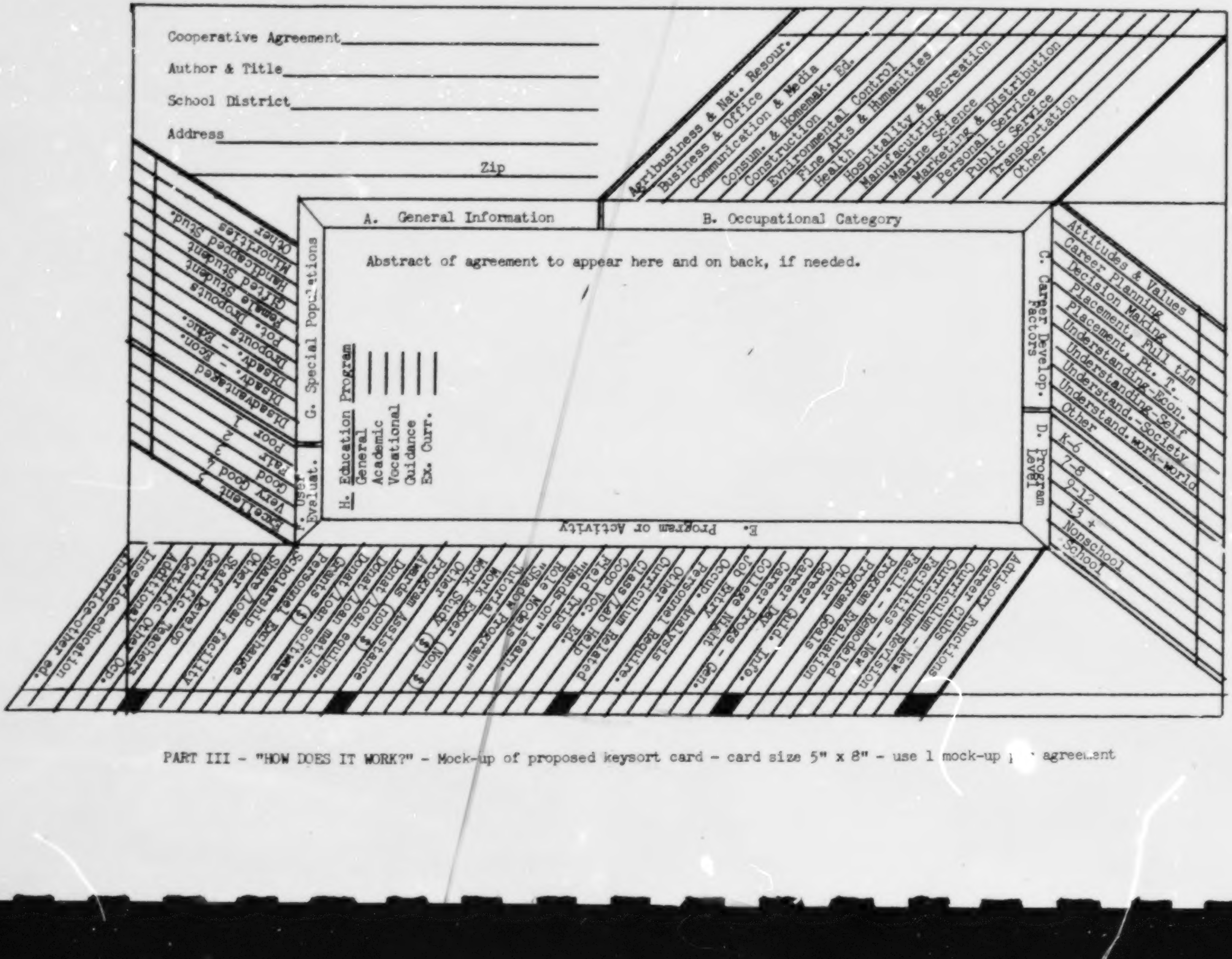
        1) Formal - informal agreement
        2) Linkages between B.I.L. and education (from Item 1 of survey)
        3) Level of cooperation (from classification)
        4) Tasks done, information and/or services provided (from Item 3 of survey)
        5) Special features, e.g., pay, transportation, (if available)
        6) Supervision (if available)

      b. Other general comments (if available)

    2. Installation sites (for existing)
    3. Reference Code for full test (if available)
    4. Special populations served (if "other" is punched on edge)
    5. Contact person/office (for existing agreements)
    6. User comments - Problems (from Item 4 of survey)
    7. Interagency involvement (if other than B.I.L. linkage above).

II. Narrative description in bound book

- A. Title and author
- B. Text of existing agreement as written in field
- C. Text of prototype - also add to A, if available
  1. Rationale for agreement
     - a. Target group(s) and level(s)
     - b. Purposes - career emphases
     - c. Primary objectives
     - d. Behavioral objectives
  2. Anticipated benefits and outcomes
     - a. Student achievement
     - b. Ancillary benefits
     - c. Proposed services to schools or community
     - d. Career development factors impacted upon
     - e. Other
  3. Method
     - a. Instituted by (business, industry, labor, education)
     - b. Strategy for cooperation, e.g., field trips, tutorial
     - c. Guidance activity
     - d. Means of supervision
  4. Exemplary features
     - a. Financial arrangements, if any
     - b. Selection/orientation of clients
     - c. Other
  5. Cautions
     - a. Legal
     - b. Financial
     - c. Organizational
     - d. Safety
     - e. Other


Cooperative Agreement
Author & Title
School District
Address
Zip
A. General Information
B. Occupational Category
Agribusiness & Nat. Resour.
Business & Office
Communication & Media
Consum. & Homemak. Ed.
Construction
Environmental Control
Fine Arts & Humanities
Health
Hospitality & Recreation
Manufacutring
Marine Science
Marketing & Distribution
Personal Service
Public Service
Transportation
Other
C. Career Develop. Factors
Attitudes & Values
Career Planning
Decision Making
Placement, Full tim
Placement, Pt. T.
Understanding-Econ.
Understanding-Self
Understand.-Society
Understand.work-world
Other
D. Program Level
K-6
7-8
9-12
13 +
Nonschool
School
E. Program or Activity
Advisory Functions
Career Clubs
Curriculum - New
Curriculum Revision
Facilities - New
Facil. - Remodeled
Program Evaluation
Program Goals
Other
Career Guid. Info.
Career Day
Career Progs - Gen.
College Night
Job Entry
Occup. Analysis
Personnel Requirem.
Other
Curriculum Related
Class/Lab Help
Coop Voc. Ed.
Field Trips
"Hands-on" Learn.
Role Model Program
"Shadow Program"
Tutorial
Work Exper ($)
Work Study (Non $)
Other
Program Assistance
Awards ($)
Awards (non $)
Donat/Loan equipm.
Donat/Loan matls.
Donat/Loan software
Grants ($)
Personnel Exchange
Scholarship Exchange
Share/Loan facility
Other
Staff Develop
Certific. Teachers
Certific. Other
Additional Ocp.
Inservice-education
Inservice-other ed.
F. User Evaluat.
Excellent 5
Very Good 4
Good 3
Fair 2
Poor 1
G. Special Populations
Disadvantaged
Disadv. - Educ.
Disadv. - Econ.
Dropouts - Educ.
Pot. Dropouts
Female Students
Gifted Student
Handicapped Stud.
Minorities
Other
H. Education Program
General
Academic
Vocational
Guidance
Ex. Curr.
Abstract of agreement to appear here and on back, if needed.

PART III - "HOW DOES IT WORK?" - Mock-up of proposed keysort card - card size 5" x 8" - use 1 mock-up per agreement

Item #2

REVISED CHECKLIST OF CRITERIA FOR ANALYSIS AND INCLUSION OF COOPERATIVE AGREEMENTS

Suggested Use

The attached checklist is an attempt to provide some uniform criteria for the selection of Cooperative Agreements to be included in the project products, i.e., keysort card, handbook. To provide a degree of uniformity in selection, the following procedure is suggested:

- One checklist should be used for each agreement reviewed.
- Identifications needed (blanks provided)
    - Agreement ID (2 letter State abbreviation and number for that state, i.e., NY 42). (Beginning)
    - Reviewer's initials. (End)
    - Recommendations. (End)
- Read each question on the checklist and check the appropriate response(s) for those criteria which apply to the agreement being reviewed.
- Since some areas, e.g., cooperative vocational education, may have many agreements suggested, while some, e.g., funding, may have only one, give your subjective judgment as to whether to include in some form or reject, based upon scarcity or other factors as well as checklist answers.
- Add any comments on the agreements if needed.
- Staple to copy of agreement and send to CVE for preparation of final products.

NOTE: The checklist is designed to conform to Cooperative Agreement classification form completed by respondents. This should make it easier for us to evaluate agreements.

CHECKLIST

Agreement ID ______________________________
State abbreviation - number

1. Does agreement submitted appear to foster cooperation between/among the following?

	Somewhat	Much
Business		
Industry		
Labor		
Secondary Educ.		
Post-sec. Educ.		
Community Service Clubs		
Voc. Youth Clubs		
(other)		

2. Does the agreement cover any of the following functions? Which?

	Somewhat	Much
A. PRIMARY OBJECTIVES		
Career Emphasis		
Program Emphasis		
Career Develop.		
B. SERVICE(S) PROVIDED		
Advisory-consulting		
Career guidance-counseling		
Competitive awards		
Curriculum enrich.		
Employment information		
Field trips		
Placement		
Program planning		
Speakers		
Student eval.		
Tutorial		
Work-study		
(other)		

2. (cont.)

	Somewhat	Much
C. NEEDS SERVED		
(PROGRAM LEVEL(S))		
K-6		
7-9		
10-12		
13-14		
15+		
Adult		
(other)		
(PROGRAM EMPHASES)		
All students		
College bound		
Delinquents		
Disadvantaged		
Dropouts		
Gifted		
Handicapped		
Minorities		
Non-college bound		
Unemployed		
Women		
(other)		

3. Does agreement promote the following?

	Somewhat	Much
CAREER DEVELOPMENT FACTORS		
Attitudes & values		
Career planning		
Decision making		
Economic understanding		
Environment		
Interpersonal relationships		
Leisure		
Self-concept		
Work experience		
(other)		

CHECKLIST (Con't.)

4. What occupational area, if any, is represented by the agreement? (Check all that apply)

Agri-business & natural resources ____
Business & office ____
Communications media ____
Consumer & homemaking ed. ____
Construction ____
Environmental control ____
Fine arts & humanities ____
Health ____
Hospitality and recreation ____
Manufacturing ____
Marine science ____
Marketing & distribution ____
Personal service ____
Public service ____
Transportation ____
____________ (other) ____

5. Does the agreement have exemplary features such as: (Check all that apply)

Multi-agency funding ____
Multi-agency implementation ____
Student transportation to sites ____
Recruitment procedures for clients ____
Screening procedures for clients ____
____________ (other) ____

6. Is/was the agreement implemented or suggested: (check all that apply)

Subject to legal review ____
In conformance to federal and local regulations ____
In conformance to contractual obligations ____
Supportive of the health and safety of participants ____
Other cautions/hazards accounted for ____

7. What specific guidance activity, if any, is represented by the agreement?

____
____
____
____

8. Comments: ____________________
____
____
____
____

PROGRAM APPRAISAL BY AUTHOR OF AGREEMENT: (check one)

5 (high) ____
4 ____
3 (medium) ____
2 ____
1 (low) ____

AGREEMENT TYPE: (check one)
Formal ____ Informal ____

RECOMMENDATIONS: (check one)

Include as is in text ____
Edit and include in text ____
Abstract only ____
Omit ____

REVIEWER'S INITIALS ____________

Attachment 20

COOPERATIVE AGREEMENTS LIBRARY INVENTORY

No. of Documents	Library Code	Description
	056 CAV 001-999	Block C - Attitudes and Values
3	" CCP " "	" Career Planning
5	" CDM " "	" Decision Making
	" CPF " "	" Placement - Full time
	" CPP " "	" Placement - Part time
	" CUE " "	" Understanding - Economic
1	" CUSF " "	" Self-understanding
2	" CUSY " "	" Societal understanding
3	" CUW " "	" Work World Understanding
4	" CMI " "	" Miscellaneous
6	" ESD " "	Block E - Staff Development
11	" ECG " "	" Career Guidance Info.
1	" ESC " "	" Scholarships
13	" XCA " "	--- Career Awareness
2	" ECN/R " "	Block E - Curriculum New/Revised
2	" EFT " "	" Field Trips
3	" EWE " "	" Work Experience
11	" EPA " "	" Program Assistance
14	" XGN " "	--- General
3	" XEV " "	--- Evaluation
1	" EPE " "	Block E - Personal Exchange
1	" DNS " "	Block D - Non School
17	" XPL " "	--- Project Literature (Bibliographies)
3	" GSP " "	Block G - Special Populations

THE CENTER FOR VOCATIONAL EDUCATION

MEMORANDUM

DATE: December 8, 1976 DISTRIBUTION: Harry Drier

TO: Chuck Weaver

FROM: Walter Stein Walt

SUBJECT: Criteria for Choosing Documents for Review

1. Information on the state of the art
2. Rationale for using cooperative agreements
3. Sources of sample agreements
4. Background material for writing installation guideline
5. Tips on features of agreements to be included at various levels
6. Educational programs where cooperative agreements are most used
7. Educational level where cooperative agreements are most used
8. Models of other nations for whatever value they may have
9. Other relevant information.

WMS/rgs

407

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM
LITERATURE REVIEW FORM
RURAL COOPERATIVE AGREEMENTS

Full Bibliographical Reference ______________________________

Source Location: (state, nation, etc.) ______________________________

Notes on Text: ______________________________

(if needed, continue on back)

Installation site(s): ______________________________

Contact person/office: ______________________________

Interagency involvement: ______________________________

If appropriate, please attach and mark mock-up of proposed keysort card to call attention to specific project-related features mentioned in literature.

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CEW

July 25, 1977

Mr. John rgeropoulos
Associate Director
Counseling Center
Northern Michigan University
Marquette, Michigan 49855

Dear John:

Please forgive our tardiness in getting back to you regarding the questions you raised in your June letter. Especially in the summer, it takes a little time to get everyone together to think out the answers and get the information together. The following materials will give you a pretty good idea of what we hope we can contribute to making your sabbatical both meaningful and enjoyable and what you can contribute to our project.

In addition to our own project staff meetings, some staff development activities here at the Center in which you might be interested are:

8/31 - Dr. Ron McCage, "Developing a Comprehensive State Capacity for Program Improvement."

9/19 - Joan Wills, "Youth Employment—Implications for Voc Ed R & D."

tentative
10/5 - Dr. Oliver Kalstoe, "Implications of Research Findings in Voc Ed for Handicapped."

10/17- Dr. Sar Levitan, "Changes in the American Work Ethic and Implications on the Nation's Labor Force."

The staff development activities at the Center are usually luncheon meetings at which the staff is provided lunch by the Center.

We also have a very fine vocational education research library with a complete ERIC collection. You will have access to this facility. It should be very helpful for your own purposes as well as project purposes.

For your planning, some state conferences of interest and scheduled early in your visit are:

Thurs. & Fri.
9/29 & 30 - All Ohio Guidance Conference. We plan a presentation on our project at this conference.

Thurs., Fri. & Sat.
10/6, 7 & 8 - Ohio Vocational Association Convention. The theme is "Keys to Vocational Education."

I have attached for your thinking a proposed scope of work and time allocation as I envision the work. The staff hopes that we ~~could~~ can complete these activities as a team with your participation as outlined. Perhaps you could do a preliminary review of the Rural America Series (item 3) from the materials you already have. Why don't you think over this whole proposal and we can discuss it further when you get here, or we can do it over the phone prior to that time if the scope of work appears to need major revisions.

Enclosed are some preliminary orientation materials and an Ohio State map which you, Mary and the boys might use to plan some trips and a campus directory for your use.

We've all looking forward to working with you in September. I hope you have had a pleasant summer in God's country. Ruth and I envy you—the cool weather and a real lake. Karen tells me that she's still working hard to find you housing. You probably will have heard from her by the time you get this.

Ruth sends her best regards. She's doing quite well with "Ian" as we call the baby—"Ian Stein" —get it? We expect him/her about August 30, so you'll be one of the first to see the baby.

Regards to all,

PROPOSED SCOPE OF WORK AND TIME BUDGET
FOR
JOHN ARGEROPOULOS
50% TIME - 4 MONTHS - FTE 40 DAYS

ACTIVITY OR TASK	FTE (days)	REMARKS
1. Orientation to CVE - Introductions, office, desk, etc.	1/4	WMS
2. Confer with staff	1/4	CEW, HND, WMS
3. Review RAS products (16 handbooks)	1/2	
4. Review instruments used for cooperative agreements	1/4	
5. Review returns and matrix boards	1/4	STAFF
6. Review product outline(s) and sections drafted	1/2	STAFF
7. Review library materials (project)	1/4	
8. Choose writing tasks - Chapters I and II	1/4	CEW, WMS
9. Writing activities Chapters I and II	10	
10. Develop prototype agreements (not existing)	10	
11. Plan inservice module for cooperative agreements	1/2	STAFF
12. Develop sections of inservice module	2-1/2	
13. Develop contacts with additional junior colleges	1	letters, phone calls, etc.
14. Review returns and process materials from #13	3	
15. Library research	4	
16. Staff interaction on products (pulling together)	2	design packaging format
17. Staff meetings	1-1/2	project & CVE
18. Windup and debriefing	1-1/2	STAFF
19. Miscellaneous	1-1/2	
TOTAL FTE	40	days

7/20/77

NMU - COOPERATIVE AGREEMENT
WORK ASSIGNMENT CHART

TASKS	JOHN	HARRY	CHUCK	WALTER	JOAN
1. Write agreements from library.					X
2. Responses to inquiry - career ed. conf.					X
3. National survey forms			X		
4. Bushnell report			X		
5. NAEIC newsletter			X		
6. Literature review			X		
7. Chapter I writing				X	
8. Appendices - legislation		X			
9. Chapter II	X				
10. Ohio career education projects			X		
11. New agreements development					
12. Coordination of ~~our~~ all agreements in handbook text					
13. Lee Copp- project			X		
14. Helen Rodebaugh - methods materials			X		
15. Lou Mendez			X		
16. Willard Wirtz			X		
17. Homer Sweeney- work experience			X		
18. USOE - Coop. ed. - I.B. Lab. st. coordinators			X		
19. Inservice training module					
20. Literature review			X		

7/20/77

NMU - COOPERATIVE AGREEMENT
WORK ASSIGNMENT CHART

TASKS	JOHN	HARRY	CHUCK	WALTER	JOAN
1. Write agreements from library.					X
2. Responses to inquiry - career ed. conf.					X
3. National survey forms			X		
4. Bushnell report			X		
5. NAEIC newsletter			X		
6. Literature review			X		
7. Chapter I writing				X	
8. Appendices - legislation		X			
9. Chapter II	X				
10. Ohio career education projects			X		
11. New agreements development					
12. Coordination of ~~our~~ all agreements in handbook text					
13. Lee Copp- project			X		
14. Helen Rodebaugh - methods materials			X		
15. Lou Mendez			X		
16. Willard Wirtz			X		
17. Homer Sweeney- work experience			X		
18. USOE - Coop. ed. - I.B. Lab. st. coordinators			X		
19. Inservice training module					
20. Literat[illegible]revi[illegible]			X		

20/7

NMU - COOPERATIVE AGREEMENT
WORK ASSIGNMENT CHART

TASKS	JOHN	HARRY	CHUCK	WALTER	JOAN
1. Write agreements from library.					X
2. Responses to inquiry - career ed. conf.					X
3. National survey forms			X		
4. Bushnell report			X		
5. NAEIC newsletter			X		
6. Literature review			X		
7. Chapter I writing				X	
8. Appendices - legislation		X			
9. Chapter II	X				
10. Ohio career education projects			X		
11. New agreements development					
12. Coordination of our agreements in handbook text					
13. Lee Copp- project			X		
14. Helen Rodebaugh - methods materials			X		
15. Lou Mendez			X		
16. Willard Witz			X		
17. Homer Sweeney- work experience			X		
18. USOE - Coop. ed. - I.B. Lab. st. coordinators			X		
19. Inservice training module					
20. Literature review			X		

[redacted]
Chuck

TO: John Argeropoulos

FROM: Walt Stein

SUBJECT: Attached Materials

Please find attached for your review and orientation the following:

1) Work Assignment Chart for all project personnel (revised version)

2) Handbook outline (revised version)

3) Draft version of handbook

   - Chapter I (lit. review complete)
   - Chapter II

Any suggestions you may have concerning the above materials are most welcome.

We are happy to have you aboard!

WS/maf
Attachments
8/31/77

NMU – COOPERATIVE AGREEMENT
WORK ASSIGNMENT CHART

TASKS	JOHN	[illegible]	[illegible]	[illegible]	
[illegible]					
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all Portions of [illegible] handbook				×	
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[illegible]					

NORTHERN MICHIGAN UNIVERSITY
MARQUETTE, MICHIGAN 49855

Mailing Address: The Center for Vocational Education, The Ohio State Univ.
1960 Kenny Road; Columbus, Ohio 43210

November 23, 1977

MEMORANDUM

TO: Contributors of Descriptions of Working Relationships With Business, Industry and Labor with Various Levels of Education

FROM: Dr. Charles E. Weaver, Project Director, Cooperative Rural Career Guidance System

SUBJECT: REQUEST FOR YOUR APPROVAL OF THE ENCLOSED DESCRIPTION(S) OF YOUR EXISTING EDUCATIONAL PRACTICE(S)

We found a description of one or more of your educational practices in working with business, industry and/or labor for the benefit of students to be of value to other educators and individuals working with youth. It is our plan to include the information in a forthcoming publication.

Please take a few moments to review the information as presented in first draft form. If you have no objections to publishing it as it is, please complete the tear-off information at the bottom of the page and return it in the enclosed self-addressed postage-paid envelope. If the wording of the abstract is acceptable we will provide last draft editing and graphics to give it greater appeal. If you find that a revision will be more descriptive or more accurately stated, please make the changes on the enclosed copy and return it with the tear-off information. Immediate reply is requested due to our time commitment.

We wish to commend you upon your innovative practice(s). We believe that they will assist others desiring to initiate cooperative agreements.

Thank you for the help you have provided to assist us in fulfilling the goals of our national research project.

CEW:fm
Encl.

- -

Please check appropriate response(s):

______ Permission to reprint granted.

______ The information is satisfactory as written.

______ The information has been changed as shown, to meet my approval.

______________________________ ______________________________
(Your Name) (Agency Affiliation)

______________________________ ______________________________
(Street Address) (City) (State) (Zip)

( ) ______________________________
(Telephone Number)

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_____ K-12
_____ Postsecondary
_____ Agency

COOPERATIVE AGREEMENTS BETWEEN BUSINESS, INDUSTRY, LABOR AND EDUCATION

Title of Agreement ____

Your Name ______________________________ Title ____________________
Address ______________________________ ____________________ _____
(Street) (City and State) (Zip)
Phone ( ) ____________________

Circumstances:

Objectives:

Linkages:

Process:

Outcomes:

Evaluation:

421

ATTENTION: ALL WORKSHOP PARTICIPANTS

FROM: WALT STEIN, THE CENTER FOR VOCATIONAL EDUCATION

SUBJECT: COOPERATIVE ARRANGEMENTS FOR RURAL CAREER GUIDANCE

The Center for Vocational Education, The Ohio State University, is compiling a handbook describing cooperative relationships between rural/small secondary and post-secondary schools and between schools and business, industry and labor.

Can you help us to locate any?

If so, or if you want to talk about our project, please contact:

WALT STEIN
DURING THE CONFERENCE
OR
AT THE RAMADA INN IN THE EVENING

ATTENTION: ALL WORKSHOP PARTICIPANTS

FROM: WALT STEIN, THE CENTER FOR VOCATIONAL EDUCATION

SUBJECT: COOPERATIVE ARRANGEMENTS FOR RURAL CAREER GUIDANCE

The Center for Vocational Education, The Ohio State University, is compiling a handbook describing cooperative relationships between rural/small secondary and post-secondary schools and between schools and business, industry and labor.

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WALT STEIN
DURING THE CONFERENCE
OR
AT THE RAMADA INN IN THE EVENING

COOPERATIVE AGREEMENTS

	B	I	L
K-12			
General Motors Policy and Guidelines for Career Education		X	
9-12			
A Natural Resources Management for High School Students	X	X	X
Development of Human Resources Potentials of Rural Youth in Mississippi and Their Patterns of Mobility	X	X	
Let's Get the Wood Out	X	X	X
Pet Industry Involvement in Occupational Education		X	
Simulated Job Interviews Help Voc Ed Students Prepare for Working World	X	X	
Wisconsin Schools and the Job Service Team Up to Prepare Youths for Work	X	X	
High School and Adult			
Community Resources and Job Placement	X	X	X
Dealing with Attitudes and Behavior	X	X	X
Fargo Area School Work Experience Program	X	X	
How Adults Learn	X	X	X
Project ACT - Awareness, Career, and Transition	X	X	X
Speaking in Public	X	X	X
Tree Care Service - Branching Out in Vocational Agriculture	X		
Post-Secondary			
College-Labor Union Cooperation			X
Evaluation of Vocational Training for Rural People	X	X	
Western Computer Assisted Placement Services	X	X	
Wood Harvesting Training at the Post Secondary Level	X	X	

		BUSINESS	INDUSTRY	LABOR
10 - 12 (con't)	3000 executives in 20 states - exec. internships			
	statewide BIL's & colleges (WV)			✓
	student operated store (MA)			
	B's & I's (few?) & voc. schools (WV)			
	BIL's - 700 students, 7 - 11, "shadow" (OH)			✓
	Girl Scouts (National)			
	BIL's (few) - rural (NC)			
	radio station (WV)			✓
	arts council, ballet co. (OH)			
	- others unfinished or " poor			
	(a few 10-12 programs reach downward and/or upward, 7 - adult)			
A	teachers & execs develop pre-tour audio visuals			
	26 B's and 26 teachers one-to-one workshop			
	BIL's professionals provide in-service educational TV			
	GE's "Educators In Industry" helps counselors			
Misc.	K - 14 - 3 districts CE program (CA)			✓
	K - A, 560 volunteers - Mid-Michigan W-E Council			✓
	K - 12 CE on an Island in Maine			

		BUSINESS	INDUSTRY	LABOR
7 - 9	80 bus. & ind.			
	107 speakers, etc.			
	simulated industry (none)			
	produce industry			
	industries, space research, governor, etc.			
	voc. schools, airport, etc.			
	career night - reps. from many fields			
	bus., ind., hospitals			
	local businesses			
	Nat'l Science Foundation			
	summer observ. - everyone in area			
	nursery school			
	restaurant			
	interdisciplinary corp. (none)			
	senior citizens, bus., park, etc.			
	farm equipment co's.			
	voc. school			
	local farms and industries			
	applied science (none)			
	fine arts center, golf club mfr., bakery			
	detective, juvenile officer, etc.			
10 - 12	crab & shrimp co's & shrimpers assn. (TX)			✓
	businesses & public agencies (ME)			
	News Election Service (KY)			
	entire community - BIL (CA)			✓
	Mobile office (none) (ID)			✓
	local employers and workers (ME)			✓
	45 B & I firms (WV)			✓
	appx. 45 BIL's (OH)			✓
	appx. 45 BIL's (NJ)			✓
	200 BIL's (OK)			✓
	Husky Oil Co. (BIL) (WY)			✓
	appx. 20 government agencies (KS)			
	Job Fair - 30 B's and schools (IA)			
	B's & I's place 200 students (MA)			
	appx. 20 BIL - rural (MI)			✓
	8 music resources (OH)			
	3 I's, park, science (OH)			
	radio station (ME)			
	newspaper (ME)			
	Northrop Aircraft Division (CA)			✓
	appx. 10 BIL's & agencies for disadvantaged (NY)			
	horticulture & Conservation re~~s~~ps. (NY)			✓
	Chamber of Commerce (MA)			
	appx. 25 BIL's (SC)			✓
	Rockwell International (CA)			✓
	small no. BIL's - rural (ME)			✓
	masonry trades (CA)			✓

		BUSINESS	INDUSTRY	LABOR
5th grade	NASA rep.			
	Campbell's Soup			
	park - GPA - water treatment plant			
	newspaper			
	students from U. of Maine			
	book fair (none)			
	newspapers - power co. - shoe & lumber cos.			
	newspaper			
6th grade	conservatory (greenhouse)			
	candy co.			
	park (outdoor school)			
	restaurant, roller rink, bank, vet, etc.			
	photographer			
	Camp Willson			
	parents, janitor, CE staff			
	assembly line (none)			
	McCormick & Co. (spices)			
	sex stereotype (none)			
	rep. of Central Foundry)			
	Police Chief) ?			
	)			
Middle School	hobby speakers			
	Thayler System (?)			
	spinner			
	area employers			
	telephone co.			
	mini courses - parent volunteers - ?			
	Camp Palmer			
	Syracuse bus. & industry			
Special Education	grocery & restaurant			
	play store (none)			
	bakery			
	restaurant			
	train trip - airport			
	dental hygenist			
	CB operator			
	play money system (none)			
	" " " "			
	assembly line (none)			
	fire chief			
	plants (none)			
Misc. (K - 6)	bag lunch with 36 jobs			
	Gestetner Corp. (printing materials)			
	Geneva bus. & ind.			
	land lab. (?)			

		BUSINESS	INDUSTRY	LABOR
K	florist			
	school personnel			
	Japan (none)			
	sim. community (none)			
	hatchery			
1st grade	astronomer - college			
	school personnel			
	shoe industry			
	M.D.			
	health assn.			
	telephone co.			
	popcorn ball factory (none)			
	fire station			
2nd grade	pollution c.c.			
	Kent State			
	post office - stamp collector			
	hospital			
	bank			
	woodwork (none)			
	Kiwanis - O.U.			
	dentist - minister - art college			
	Highway Dept.			
	grocery store - restaurant			
	store - bank - courthouse			
3rd grade	communications (none)			
	TV station - singer			
	race car driver			
	apple ranch - zoo			
	woolen mill			
	newspaper editor			
	real estate agency			
	local stores			
	speech therapist			
	naturalist			
4th grade	forester-lumber yard-publ. co., etc.			
	ceramic co. (none-being filmed)			
	landscape architect			
	Coca Cola-Geneva Rubber			
	monetary system (none)			
	assembly line prep. for field trip (none)			
	Kool Kid Ko. (none)			
	interior decorators			
	newspaper (none)			
	print shop - conservationist			
	Eckrich Meat Co.			
	geologist			
	Chief of Police			
	Dinner Bell Meat Co. - McDonald's			
	supply store (none)			

ABBREVIATIONS FOR CATEGORIZING PRIMARY CAREER IMPACTS

Career Emphasis

AN = Agric. & Nat. Res.
BO = Business & Office
CM = Communications Media
CH = Consumer & Homemaking
CO = Construction
EC = Environmental Control
AH = Fine Arts & Humanities

HE = Health
HR = Hospitality & Recreation
MF = Manufacturing
MS = Marine Sciences
MD = Marketing & Distribution
PE = Personal Service
PU = Public Service
TR = Transportation

Services Provided

AC = Advisory & Consulting
CC = Career Guidance/Counseling
CA = Competitive Awards
CE = Curriculum Enrichment
EI = Employment Information
PP = Program Planning
SP = Speakers
SE = Student Evaluation

TU = Tutorial
WS = Work Study
EP = Equipment Provision)
HO = Hands-on Experiences) Prototypes
MI = Mock Interview)
CD = Career Day)
CN = College Night)
RM = Role Models)

Career Development Factors

AV = Attitudes & Values
CP = Career Planning
DM = Decision Making
EU = Economic Understanding

EN = Environment
IR = Interpersonal Relations
LE = Leisure
SC = Self Concept

Linkages

BI = Business & Industry
LA = Labor
CG = Community Groups
GA = Government Agencies

SE = Secondary Education
PS = Post Secondary Education
EE = Elementary Education
PI = Parents & Other Individuals

Placement

FT = Full time
PT = Part time

Field Experiences

FT = Field Trips
WE = Work Experience
CE = Coop. Education
EX = Exploration

K-3

4-6

Middle School

Misc. K-6

7-9

10-12

Misc. K-12

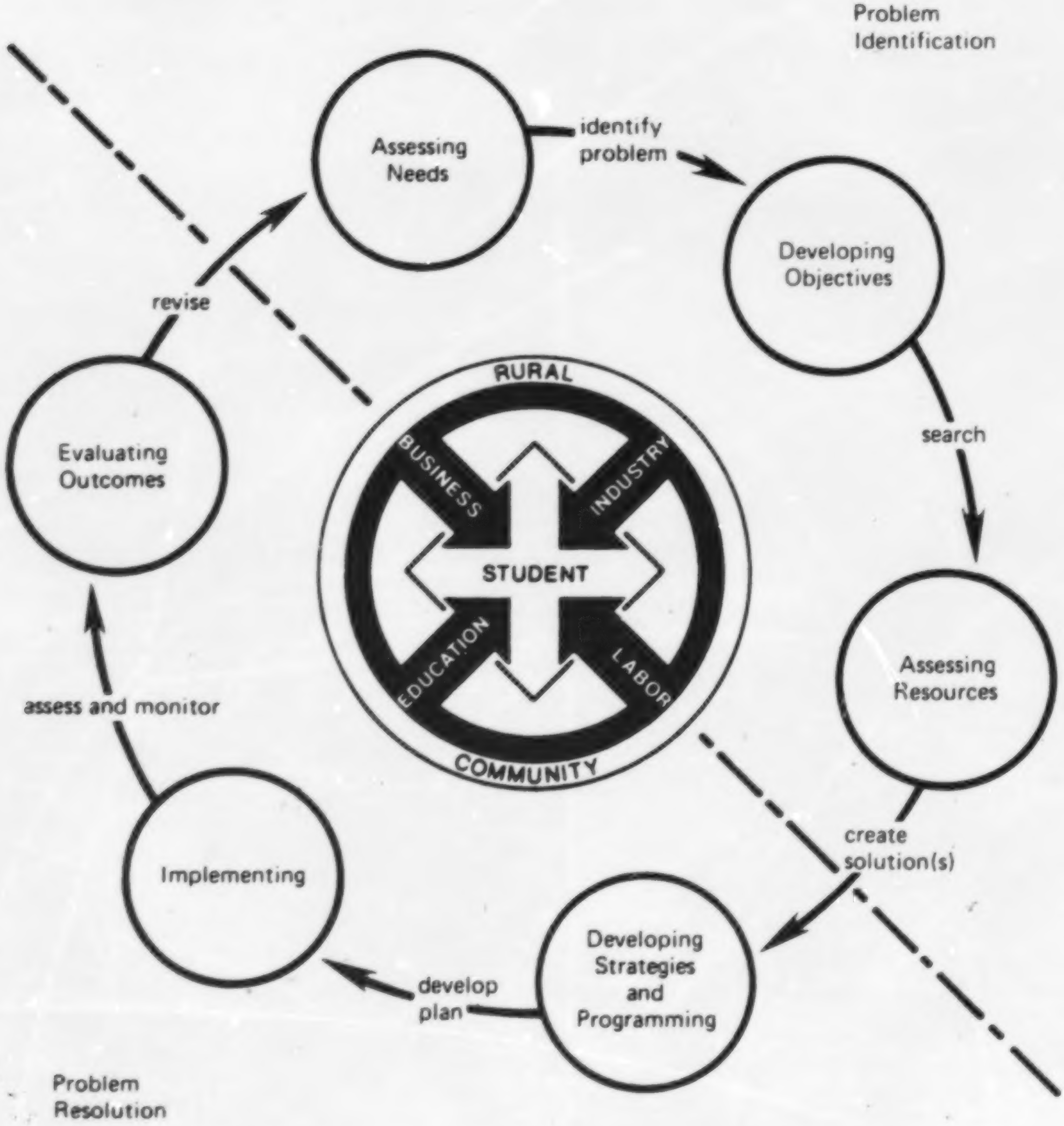
13-14

Adult

Career Emphasis		Linkage		Services Provided		Field Experiences		Career Development Factors		Placement	

ILLUSTRATION A

Cooperative Agreements Planning-Implementation Cycle



Problem Identification
Assessing Needs
identify problem
Developing Objectives
search
Assessing Resources
create solution(s)
Developing Strategies and Programming
develop plan
Implementing
assess and monitor
Evaluating Outcomes
revise
RURAL
BUSINESS
INDUSTRY
STUDENT
EDUCATION
LABOR
COMMUNITY
Problem Resolution

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ILLUSTRATION B

INCREASING GUIDANCE EFFECTIVENESS THROUGH SCHOOL-COMMUNITY COOPERATION

Cooperative Rural
Career Guidance
System

ILLUSTRATION C

Figure 3. Cooperative Agreements: A Two-Way Street

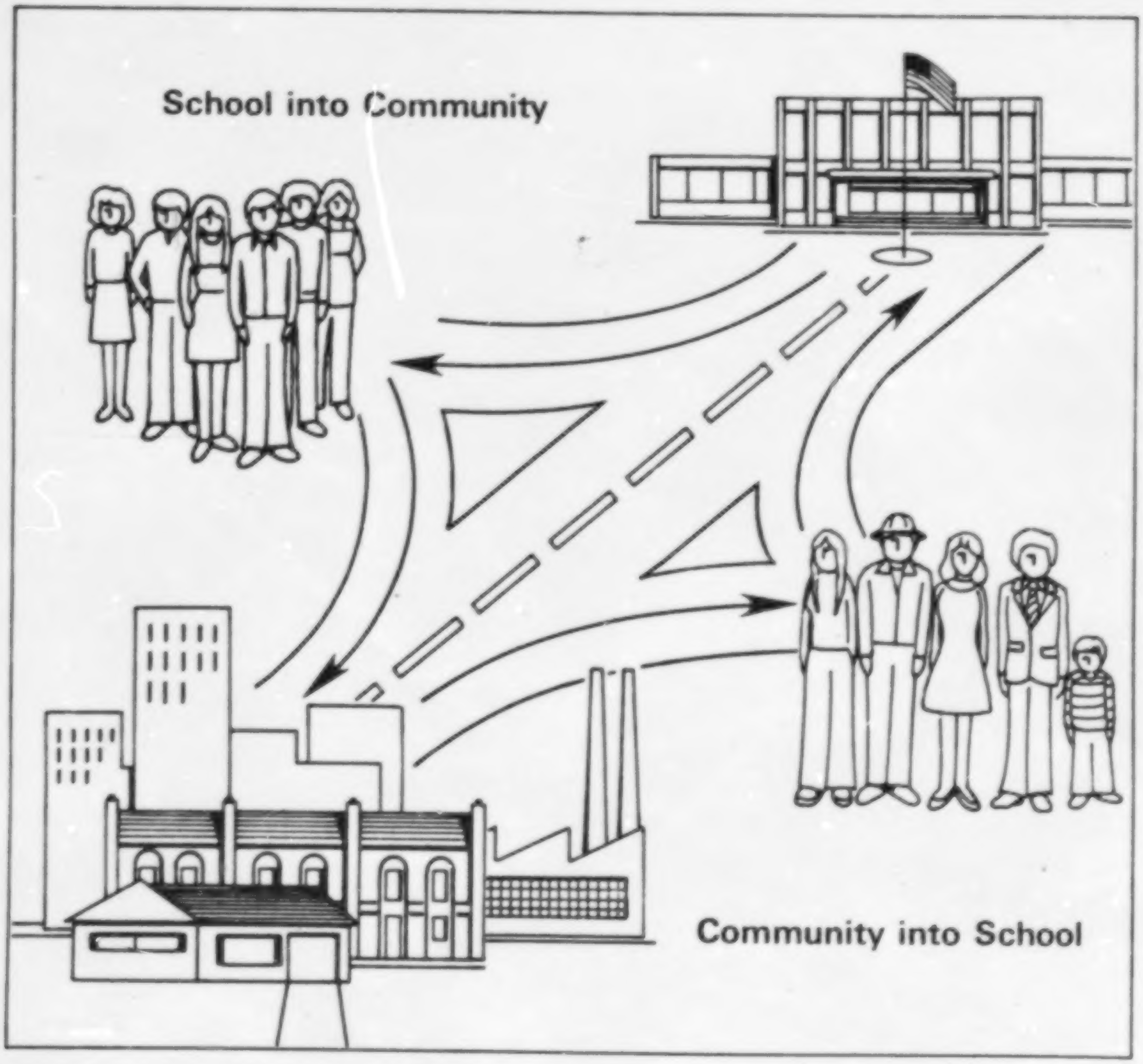
School into Community
Community into School

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ILLUSTRATION D

INCREASING GUIDANCE EFFECTIVENESS THROUGH SCHOOL-COMMUNITY COOPERATION

A Guide to Developing Cooperative Relationships Between Schools and Business, Industry and Labor in Rural Communities

By

Walter M. Stein
Charles E. Weaver
Joan C. Blank
and
Harry N. Drier

Northern Michigan University
School of Education
Marquette, Michigan 49855

and

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

February 1978

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THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

INCREASING GUIDANCE EFFECTIVENESS

THROUGH SCHOOL-COMMUNITY COOPERATION

Four color Graphic to go in this area. Illustrates concept of school-community cooperation

featuring working agreements with business, industry, labor and community agencies

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

SALES BROCHURE MOCK-UP

INCREASING GUIDANCE EFFECTIVENESS THROUGH SCHOOL-COMMUNITY COOPERATION

featuring
Working Agreements with Business,
Industry, Labor, and Community Agencies

This publication is a product of the Cooperative Rural Career Guidance System developed by a consortium between the National Center for Research in Vocational Education, the Ohio State University, and School of Education, Northern Michigan University. It is sponsored by the United States Office of Education/Bureau of Occupational and Adult Education, Vocational Education Act of 1963, Part "C" as amended. A wide variety of educational institutions, state departments of education, national association personnel and business, industry, and labor advisors also assisted in reviewing and developing materials to provide credibility assurance to the quality and practicality of this product.

Rural schools, because of staff, funding, and isolation restrictions often view the availability of cooperative linkages with business, industry, and labor as limited because there is neither a wide variety of these organizations, nor many systematic procedures for cooperation available in the rural communities. The Cooperative Rural Career Guidance System attempts to provide both systematic procedures and means of involving business, industry, and labor in the local community for use by rural educators.

The content of *Increasing Guidance Effectiveness* was gained by a thorough literature review and a national survey covering

- 184 representatives of business, industry, and labor
- 2750 rural/small elementary and secondary schools
- 300 postsecondary schools
- 300 state department of education officials
- 7 national advisors of vocational youth organizations
- over 175 personal contacts with business, industry, education, and labor personnel, nationwide, who are knowledgeable about cooperative agreements

WHAT'S IN THE GUIDE?

- Background information and rationale for establishing cooperative agreements
- Developing leadership and community support
- Guidelines for planning and implementing cooperative agreements
- Over 200, 2 to 10 page examples of *working* cooperative agreements at all levels—K-adult, such as the following condensed sample

STUDENTS PLAN THEIR FUTURES ON FIRSTHAND INFORMATION

Circumstances

Some schools have extensive K-12 career development programs. The following example highlights the program at one high school. . . . .

Objectives

Work and field trip activities give information about careers related to students' abilities and interests . . . .

Linkages/Participants

Twelve organizations representing nine of fifteen USOE career clusters (listed in actual agreement) . . . .

Process

A small industrial plant introduced seven students to its role in manufacturing. They received exposure to machinist, clerk, computer programmer, electrician, switchboard operator, and other occupations through a cooperative agreement with the company. Similar agreements were made with eleven other businesses, industries and governmental agencies . . . .

Outcomes

A broad range of work exposure and experience for students. . . . .

Evaluation

Students expressed appreciation for the opportunities to become acquainted with a wide variety of occupations through the career education program . . . .

ORDERING INFORMATION

INCREASING GUIDANCE EFFECTIVENESS THROUGH SCHOOL-COMMUNITY COOPERATION, by Walter M. Stein, Charles E. Weaver, Joan C. Blank, and Harry N. Drier. (Publication No.   Price: $)

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